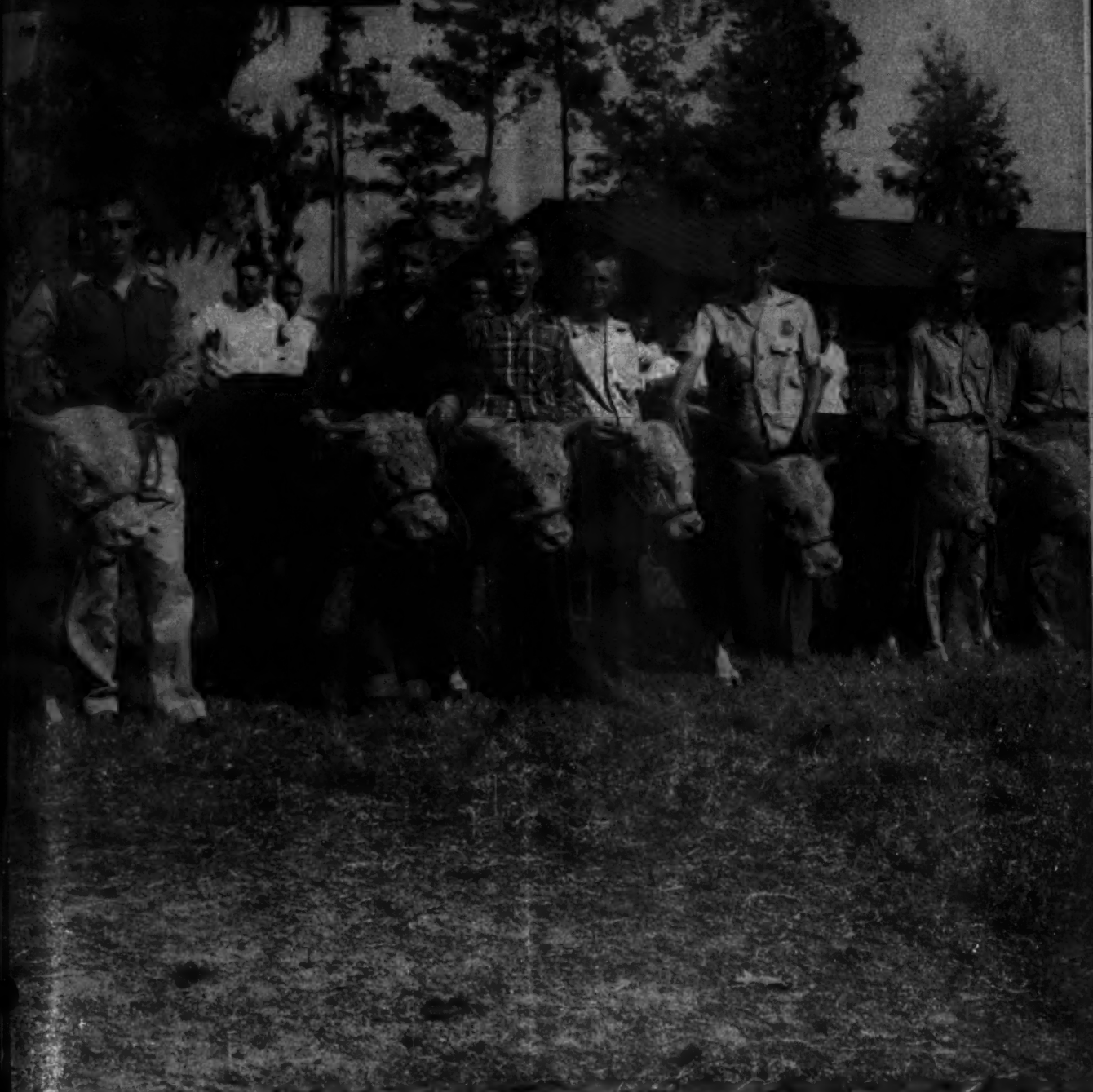


THE

agricultural education

MAGAZINE



Florida chapters receive Hereford bulls.
For details see page 190.

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Editorial Comment

Length of period for vocational agriculture classes



Verd Peterson

HOW long should the class period in vocational agriculture be? How many periods per week should the class meet?

The federal law does not specify this time; therefore, through necessity, the length of the class period has been determined by the state departments of education and the local school authorities acting upon the suggestions of the U. S. Office of Education. The suggestions of the U. S. Office of Education are determined by a committee composed of representatives of both general and vocational education.

According to a study conducted in ten Southern states last May, the minimum time allowed is five 60-minute periods per week; ten 60-minute periods seems to be the maximum time allowed. On a weekly basis, some schools require of students in vocational agriculture only the daily one-hour periods or a total of five hours per week while others require seven and one-half hours.

There are those who believe that the original Smith-Hughes Law should have specified the minimum time requirements in class work in agriculture for all-day pupils the same as was done in the trades and industry field. Since this was not done, other controls must be worked out to determine the length of the daily class period to be devoted to the teaching of agriculture in the high school.

The main sources of control, through regulations, are U. S. Office of Education, the state departments of education and the local school administrators. There seems to be many local school administrators who object to any control originating on a national or state level. Some of these same people object to the control exercised by the Associations of Secondary Schools and Colleges in the different sections of the country.

It appears that local school administrators, lacking a satisfactory understanding as to what time ought to be devoted to the teaching of agriculture, become very much aggravated with the controls placed upon them and easily become dissatisfied and dictatorial in the administration of the program in local communities.

There are those in general education, and vocational education too, who believe that research bringing out the necessary activities for pupils engaged in the various areas of learning would not justify the more or less common practice of devoting the same time to each subject taught in the high schools each day. The fact that different subjects in the high school curriculum are approached through different types of physical and mental exercise raises the question as to whether the whole matter of the students' time ought not be determined by scientific data discovered in a complete study of how pupils learn. As for the class period in agriculture in the different sections of the country, it may be that the length of period necessary for learning some of the different phases of farming should be different, depending upon the type of farming that is carried on in the area and the type of farming that the pupil may be learning.

Extra Time Needed for Shop Work and Field Trips

According to a recent survey in South Carolina, the agriculture class period in some schools has been shortened to such an extent that it is not possible for a teacher to do effective teaching in certain phases of the work. This is especially true of shop work and field trips. The short school day is largely responsible for shortened periods for vocational agriculture. For efficient instruction in farm shop and certain other phases of work, the periods should be more than sixty minutes in length. It will be difficult to provide longer periods

The AVA Convention

THE 42nd annual meeting of the American Vocational Association held at Milwaukee, Wisconsin, November 30 to December 4, 1948 was of significance to workers in agricultural education for several reasons. In fact, it was rather significant that the convention was held in Wisconsin. The state has pioneered in the field of vocational education, having developed a comprehensive program before the passage of the Smith-Hughes Act. From the beginning, emphasis in Wisconsin has been placed on the adult phases of the program. Today there are many schools of adult and vocational education in the state. In the area of agricultural education an outstanding program of instruction for young farmers has characterized the work for several years.

Teacher representatives played a prominent role in the meetings of the agricultural section. Considerable thought had been given to the matter of forming a national association since the proposal was advanced at the 1947 convention. The organization is now a reality and there is every reason to believe it will prove to become more stable than the organization which was started several years ago. The newly formed association will no doubt choose to use the AVA convention for its annual meetings.

As might be anticipated considerable attention was manifested as to the type of program which should be forthcoming for young adults on farms following the termination of Institutional-on-Farm-Training. The research committee of the agricultural section has recommended that the support of the AVA be given for projecting a nation-wide study in which the program of veterans education would be evaluated and data assembled basic to the development of the future program for out-of-school groups.

The question of whether the Y.F.A. should be organized on a national basis proved to be quite controversial. State organizations have been developed in several of the states. Earlier in the school year tentative plans were made for a regional conference of Y.F.A. representatives to be held in one of the western states. The plans for this meeting were abandoned after the suggestion was made that it might be advisable first to study the practicability of organizing nationally. There are many arguments for and against a national organization of Y.F.A. patterned somewhat after the F.F.A.

In matters of research there are increasing evidences of cooperative approaches within the different regions. Two regional projects are cited as evidences. Considerable progress is being made in the development of curriculum materials in the Western Region. In the North Atlantic States a comprehensive study is being made of the training needs of prospective teachers.

The rotation of locations for the annual convention provides opportunities for observing programs in different sections of the country. The visitors at the 1948 convention were impressed with the educational exhibits prepared by the Wisconsin Board for Vocational and Adult Education. They had opportunities to see the famous Milwaukee vocational schools. In addition, the registrants in agricultural education were impressed with the dairy farms observed in Waukesha county and the part which vocational agriculture has in this farming program.

unless the school day in most schools is lengthened.

The problem of the use of the agriculture teachers' time in the different phases of his program ought also to be subject to careful study by people who are concerned with the total program in vocational agriculture since this factor is directly related to class time. By the very nature of agricultural learning there is much that has to be done on the farm rather than in the classroom or laboratory. The out-of-school program must also have the time and attention of the agri-

(Continued on Page 181)

State Associations

Oklahoma association encourages showing livestock Improved breeding and publicity cited as outcomes

HUGH D. JONES, Secretary-Treasurer, Oklahoma Vocational Agriculture Teachers Association*

THE Oklahoma State Vocational Agriculture Teachers' Association is selling vocational agriculture through co-operative activities which develop better livestock programs and market outlets for improved breeding stock.

Two events which will be used for illustration are the National Barrow Show at Austin, Minnesota, and the International Live Stock Exposition at Chicago, Illinois. In the first place, back in 1946 the idea of the Oklahoma F.F.A. Association's participation in the National Barrow Show was originated and a committee of teachers was appointed to work out the details. W. R. Felton, Assistant State Supervisor, was elected chairman of the committee, and after much discussion the following plans were adopted:

- (1) The project to be underwritten by the Oklahoma State Vocational Agriculture Teachers' Association and the State F.F.A. Association.
- (2) Prizes won to be used to defray expenses, and any money remaining to be prorated to the exhibitors.
- (3) A committee of teachers for each supervisory district designated to check each prospective exhibit and recommend to the over-all committee.
- (4) Oklahoma City designated as the loading point with final selection of the exhibits to be made at the loading time.

The above regulations have been followed during three years of participation at the National Barrow Show and one year of participation at the International Live Stock Exposition. At this writing twenty-seven head of steers are on their way to Chicago for the second event of this kind.

We of the State Vocational Agriculture Teachers' Association feel that we are accomplishing our purposes as shown by continued participation in these events and enthusiastic condolence of members who have not actually been engaged in the projects.

Tangible Results

As for the tangible results of such a program as it relates to an individual boy or an individual F.F.A. chapter there are, we think, many.

- (1) In dollars and cents value, so far, each F.F.A. member participating has made extra money over and above that which he could have made otherwise. Of course, the outstanding money-making example was Claude Millwee, who sold his grand champion Short-

horn "Big Boy" for a gross of approximately \$11,000. In no instance in the four completed events with 173 animals shown was there a loss.

- (2) Many F.F.A. chapters have capitalized on these accomplishments in setting goals or standards in their local F.F.A. programs of work. The main goal is to secure foundation stock and breed animals of such merit that they will compete successfully in the larger and more competitive shows.
- (3) Such participation gives recognition to individuals and F.F.A. chapters who have attained high standards.
- (4) Cooperation and leadership certainly are not forgotten in a venture of this kind because without much cooperation and leadership ability it would be impossible to reach a successful completion.
- (5) The participants keep up with trends in type of beef and swine, how Oklahoma quality compares with the quality of animals in other states, and receive benefits from association with people of other states; and educationally these things are brought back to Oklahoma and disseminated by word of mouth, newspapers, magazines and radio.
- (6) Not the least accomplishment is the contact these young F.F.A. breeders make with other breeders, which results in the exchange of foundation stock and in turn leads to the improvement of livestock.
- (7) With regard to establishment in farming, of the 27 F.F.A. boys participating in the 1946 National

Barrow Show, 19 are now breeders of purebred swine and are actively engaged in the business of farming, 5 are attending agricultural colleges and 3 are in the armed services.

Whether or not we are selling vocational agriculture on a state and national scale through these two events can best be determined by observing the following facts and quotations:

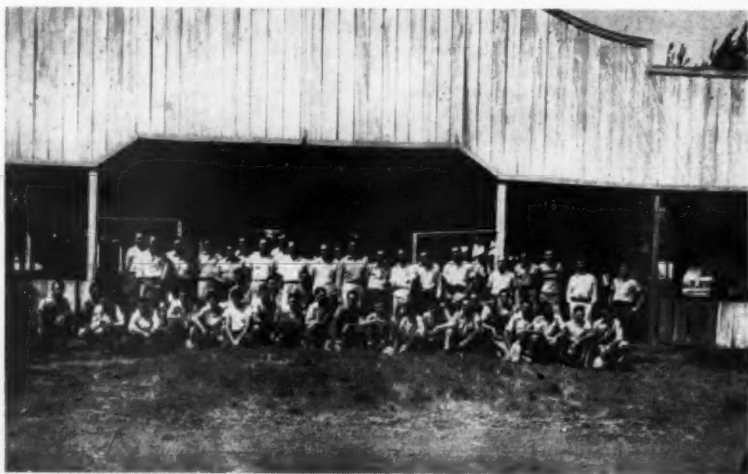
National Barrow Show

Relative to the 1948 National Barrow Show, all major newspapers, magazines and radio stations in Oklahoma carried a story about the Oklahoma Future Farmer entries competing against 2,600 hogs from 14 states and Canada, winning \$1,600 in cash prizes, and taking 58 ribbons including 8 champions, 8 first places, and the reserve grand champion pen of three barrows over all breeds competing in the show. Attention was also called to the fact that the 60 hogs entered were bred and fed by Oklahoma Future Farmers.

International Livestock Exposition

Relative to the 1947 International Show all major newspapers, magazines and radio stations in Oklahoma carried a story about the 24 Oklahoma F.F.A. entries competing against 1,800 fat steers, winning \$3,820 in cash prizes and taking 47 ribbons including 4 grand champions, 1 reserve grand champion, 6 champions, 1 reserve champion, 12 firsts, 7 seconds, 5 thirds, 4 fourths, 1 fifth, 3 sevenths and 2 eighths. Also, 15 of these F.F.A. exhibitors were breeders of purebred beef cattle.

In addition to publicity given in Okla-



Oklahoma Future Farmers and teachers of vocational agriculture participating in the 1948 National Barrow Show at Austin, Minnesota.

*Mr. Jones is a member of the state supervisory staff located at Stillwater, Oklahoma.

homa, stories were carried in many of the major newspapers, magazines and radio stations of national and international prominence.

LIFE magazine carried a picture of the 24 top steers of the 1,800 shown at the 1947 International, 8 of which were Oklahoma F.F.A. steers. It reads:

STOCK SHOW: On December 2 in Chicago, judges at the International Livestock Exposition reduced the field of prize steers to the 23 animals above. Then, as grand champion they picked a Shorthorn named "Big Boy" (front row, left) owned by Claude Millwee of Fort Cobb, Okla. Big Boy was soon sold at auction for \$8,800 (\$8 a pound), \$2.50 a pound below last year's record prize of \$10.50.

The AMERICAN HAMPSHIRE HERDSMAN carried a cover-page picture of the champion heavy weight barrow over all breeds shown by Harry Kimblade of the Carnegie F.F.A. chapter. Of the champion barrow, the magazine says:

He was the embodiment of nearly all of the virtues that we have set up as correct and practical from the standpoint of producer, processor and consumer.

THE SHORTHORN WORLD carried a cover picture of the grand champion steer of the 1947 International Live Stock Exposition. About the steer and its Future Farmer owner, the magazine said:

Much in this story has been devoted to the odyssey of the tall, modest, smiling, blue-eyed boy and his steer. That through a succession of grueling contests, both before and during the International show they maintained an unruffled composure, is a tribute to the breeding of both.

H. M. Meneough, editor of THE POLAND CHINA WORLD, in his November, 1948 editorial has to say:

I want to tell you that you never met finer fellows than the group that comes to the National Barrow Show every fall from Oklahoma. Those boys bring them up here perfectly fitted, beautifully groomed for the show, show them expertly and have them right at the top when the battle is over and do it so casually and so easily that it's

(Continued on Page 190)

Lafley heads Vermont teachers

AT THE FALL meeting of the Vermont Association of Teachers of Agriculture held October 8, 1948 in Burlington, Vermont, the following officers were elected for the year.

President—Cedric Lafley, Brandon, Vermont.

Vice-President—Ernest Giffin, Jacksonville, Vermont.

Secretary—Edward Eaton, Newbury, Vermont.

Treasurer—Cola Watson, Burlington, Vermont.

Executive Committee — Richmond Young, Middlebury, Vermont; Donald Pierce, Richford, Vermont; Kenneth Dike, New Haven, Vermont.



Cedric Lafley

the new cover and title for the Vermont Ag Teachers Journal; voted to finance the trip of the State F.F.A. President to the National Convention; and acted on other routine matters.

Robert Coffin, Orleans, Vermont Veterans Instructor presented a committee report concerning "Recommendations Regarding the Formation of a State Young Farmers Association" which was accepted.

Cedric Lafley was elected to represent the Vermont Association of Teachers of Agriculture at the meeting in Milwaukee, Wisconsin for the formation of a National Agriculture Teachers' Organization. — Harold R. Cushman, Assistant State Supervisor, Burlington.

Activities of state associations

Iowa Vocational Agriculture Teachers Association

AMONG other activities the Iowa Association is working on a project which will help the teachers to become better acquainted. We are publishing a booklet containing the pictures (35 mm size) of all instructors of vocational agriculture in the state.

We also provide money for an American Youth Foundation Scholarship and for sending representatives to the AVA convention annually. We hold state and district meetings, and encourage meeting of teachers on the sub-district basis.—D. W. Martins, Secretary-Treasurer, Carroll, Iowa.

Rhode Island Agricultural Teachers Association

Because our members are limited we operate somewhat on the committee basis. Recently the group voted to use our two-day state teachers' convention period for out-of-state visitations. On one of these days we visited two departments in near-by Massachusetts to study farm shop, F.F.A. and supervised farming programs. It was a pleasant experience and provided several ideas new to the group.—E. L. Austin, Secretary-Treasurer, Providence.

Wyoming Agricultural Teachers Association

The last annual meeting of the Wyoming Association was held at Sheridan. This convention was high lighted by tours to the Sheridan Ironwork, to a flour mill and to other places. Another feature was the field judging of dairy cattle directed by Mr. Percy Kirk, State Supervisor of Vocational Agriculture.

During the convention a twenty-year service key was presented to Mr. Sam Hitchcock, State Director of Vocational Education. Ten-year keys were awarded to Ray Lowe and A. M. Hartwig. Arrangements were made to have the association represented at the AVA convention held at Milwaukee, Wisconsin.

We have two sheep improvement projects, one involving Corriedales and the other Hampshires. Each will be supervised for the present year by an F.F.A. member, and his father, co-operating with the teachers of vocational agriculture at Glenrock and Lyman.

Our group went on record as favoring the passage of a federal retirement plan to include teachers of vocational agriculture.—Merrel B. Asay, Secretary-Treasurer, Lyman, Wyoming.

The 33rd Annual Pennsylvania Farm Show was held at Harrisburg, January 10-14 inclusive. The show includes a youth section for members of 4-H clubs, Future Farmers of America and Future Homemakers of America. Aside from the usual type of livestock and grain exhibits, the classification included window displays and demonstrations by students of vocational agriculture.

* * *

Irwin C. Elliott has been appointed Assistant State Supervisor of Vocational Agricultural Education in Colorado. Mr. Elliott has had 13 years of experience in Colorado as a teacher of vocational agriculture.



Picking the best steers at the International Livestock Exposition in Chicago, December, 1947. After 3 full days 1,800 fat steers were eliminated by judges until the final 24 pictured here were brought out for the grand championship of the entire show. Future Farmers from Oklahoma had 1/3 of the animals or 8 steers in the final lineup.

Methods and Materials

W. A. SMITH

Maintaining a Future Farmer bulletin board

ELDON M. DRAKE, Iowa State College, Ames*

NEXT TIME you step into another agriculture department's classroom, pay particular attention to the bulletin board. Be alert in identifying those qualities which typify an outstanding board. Chances are, your observation will tell you much about that individual chapter. Few devices within the classroom itself, will portray chapter character, interest and activity, as will a bulletin board. What it shows in quality of organization and content, you may find to be somewhat typical of the chapter itself.

Just what should your bulletin board tell us about your chapter? Let's answer that by looking at some of the measurements we've applied to the bulletin board in our ag classroom.

1. Size and construction are important factors. A bulletin board should be of durable construction and of a size in proportion to the general layout of the room. It needn't be heavy but should be solidly anchored to a strong framework. If placed on a wall it should be securely fastened to hold it in place. Most important is the selection of a material to serve as the base for posting. It should allow easy insertion and removal of thumb tacks, pins and small nails. We selected a rather porous fiber board material. It's durable, yet light and easy to work with in posting material with metal fasteners. Cork and soft grained woods are also ideal.

2. Location of the bulletin board is a factor to be considered. As ag classrooms differ greatly in their individual floor plans, a choice of location will vary from one department to another. The primary thing to keep in mind is getting your bulletin board set up where it can be seen. You'll have to make provision for occasional groups to be able to read it at one time; hence, placing it in some obscure corner of the classroom will not be giving it much of a vantage point. Place it where it has the best chance of adding to the attractiveness of the room.

Available Materials

Let's assume that you have an acceptable bulletin board correctly placed, and have made an effort to post it with available materials. By what standards will you judge the quality of those pieces of information placed there?

Here are some of the more important characteristics you would expect to find in a top quality bulletin board:

1. Content is of utmost importance.

*Mr. Drake is a graduate student on leave of absence from position as teacher of vocational agriculture, Weber High School, Ogden, Utah.

Material posted should be understandable, bear directly upon the interests of the students, and be of assistance to them in solving everyday problems. Such material tends to vary according to the area your F.F.A. chapter happens to be situated in. Some informational material, will however, be uniform in its meaning, regardless of what part of the country it is displayed.

2. In posting material it becomes more interesting to the students if it is given the personal touch. Your readership is largely the students themselves, therefore try to post information about which they will be primarily interested. Students like to read and hear about activities which involve themselves and their friends. By posting snapshots and stories of productive enterprise projects that are outstanding in the chapter, you immediately begin to draw interest. Photographs and resumes of outstanding student improvement projects make interesting reading. Other descriptive information involving the chapter or its members, adds to the interest in the bulletin board.

3. Achievements in contests and other work of a competitive nature are attention arresters when the results are placed on the bulletin board. Judging teams, athletic contestants, and others representing the chapter in various contests, like to see their achievements placed before the chapter. The recognition they gain has a beneficial effect, both upon themselves and other members of the chapter. More universal participation in all chapter competitive activities may result.

4. Chapter events which are forthcoming can be advertised on the bulletin board.

School events and those outside activities which concern the F.F.A. can best be advertised by using the facilities of the bulletin board.

5. Rules and regulations affecting student activity and behavior, as set up by the chapter and the school, can be posted where all can have an opportunity to see them.

6. Your bulletin board becomes an excellent teaching device when used to display educative materials. When class time does not permit presentation of certain work you feel the students need, use your bulletin board as a means of getting it to them. Post materials which supplement classroom work, both in a written and illustrative manner. Photographs, charts, drawings and other depictive example of course materials can easily be placed before the students in this manner.

7. Latest agricultural developments on a local and national scale, make good posting material. Interesting factual information furnished by agricultural research institutions is a good material to post. Manufacturers of agricultural products usually make available, educational information which builds interests in your students. Such information increases the student's individual perspective of what's going on in agriculture. When class lectures and discussions are unable to take into account certain phases of the course work, the bulletin board becomes a means of presenting this material to the students.

Arrangement of Materials

Let's look at the arrangement of these materials we are posting. Certain precautions will insure a more acceptable type of presentation of the information posted. Here are a few of the more important ones:

1. Some type of definite arrangement of materials is needed. Crowded, overlapping material tends to be confusing and somewhat unattractive. Arrange items so the effectiveness of each will be insured.

2. Make neatness a primary requisite. Disorderly, soiled and makeshift displays are poor advertisement for the chapter.

3. Use originality in posting material. Nothing seems to attract interest like an occasional change in the manner in which material is displayed. Vary the type and content of information. Use holiday and seasonal themes in adding interest to the display.

4. Use color to attract attention. When properly used, it is pleasing to the eye and brightens up material of lesser prominence.

5. Insert humor occasionally, thereby bringing into the teaching situation, another interest arousing principle. Nothing seems to perk up students quite so effectively as does genuine humor.

6. As an added precaution in acquiring an outstanding bulletin board, make certain that it is kept currently alive. Attempt to use only up-to-date information that is news to the students. Replace outdated materials with new, vital information. Fresh news gets good readership.

A bulletin board which commands attention is one which is going to be read. Being well planned and properly maintained it will add much to your ag classroom. Chapter interest will be kept at a high pitch.

Put your best foot forward. Post your chapter bulletin board well. You'll find it paying off in more ways than one.

A cooperative project consisting of 25 acres of sweet corn netted the Pigeon Valley F.F.A. chapter at New Port, Tennessee, \$1,483.83 during the past season.

* * *

The Trenton, Florida, F.F.A. chapter has assets in excess of \$5,000. The organization operates a six-acre school plot which is used for crop and pasture demonstrations. As one of its cooperative activities the chapter purchased 15 tons of commercial fertilizers from farms of the community.

Professional

S. S. SUTHERLAND

B. C. LAWSON

Earl C. Baity, Maryland Teacher

Program of teacher reviewed by former student

H. PALMER HOPKINS, Teacher, Dublin High School, Street, Maryland



H. Palmer Hopkins

"THE rising sun is emblematic of progress and the new day that will dawn when all farmers are trained . . ." Teachers of vocational agriculture and F.F.A. members will recognize these words as the hope symbolized by the rising sun in the official F.F.A. emblem.

For the rural community served by the Highland High School of Street, Maryland, the New Day has almost arrived. Most of the farmers of this dairy community in Harford County have been trained in the department of vocational agriculture which has served that area for the past thirty-eight years. And just to make sure that the good work of the department, started in 1910 by Mr. Earl C. Baity, would continue in an uninterrupted climb, Mr. Baity has remained on the job, and is now serving his thirty-ninth year as vocational instructor.

Mr. Baity was born and reared on his father's farm near Wellsboro, Pennsylvania. After graduating from high school he earned a degree in education at the Mansfield State Teachers College and later another degree in agricultural education at the University of Maryland. He has also studied extensively at Valparaiso University and the Pennsylvania State College.

Started in "Twin" Departments

When Mr. Baity started the Highland department of vocational agriculture, he also started another department in the near-by school at Jarrettsville. For two years he taught in both schools. By that time the two departments had grown too large for one man, so another instructor was placed at Jarrettsville making it possible for Mr. Baity to devote his full time to the Highland community.

Busy as he was, he found time to persuade one of Highland's prize young ladies, Miss Bessie Mason, to become Mrs. Baity. Their very beautiful home was planned, built, and landscaped by Mr. Baity. One of their most successful "projects" has been the rearing of two fine sons. Earl, Jr. is now teaching vocational agriculture at Kutztown, Pennsylvania and their other son, Warren, is enrolled in the college of agriculture at the University of Maryland.

When Mr. Baity started teaching vocational agriculture, it was a struggling young subject fighting to find a place in the high school curriculum. However, his love of teaching plus his zeal for country life paved the way for a steady growth of vocational agriculture in Maryland.

Mr. Baity has long been known at the "dean of Maryland agriculture teachers," and has been an inspiring example of what a good teacher of agriculture can do for a community.

After a few years of teaching Mr. Baity had convinced the school board that vocational agriculture was a really



Earl C. Baity

important part of the school program. The board approved Mr. Baity's plans for an agricultural building, and in 1924 the building was erected with considerable aid from the agricultural classes. This was the first building erected for vocational agriculture in the state of Maryland, and for a number of years it was the only one of any consequence used exclusively for vocational agriculture.

While this structure is now becoming slightly outmoded in some respects, it is still an excellent building, and shows in its planning that Mr. Baity envisioned correctly the enormous growth of activities that would come into the program of vocational agriculture. Mr. Baity's building, as it is known, is a two story cinder block structure. On the first floor there is a shop for repairing machinery, studying engines, and doing concrete

work. It is equipped with a forge, an acetylene welder, and electric welder, a metal lathe, and other necessary tools. On the second floor is a classroom, an agricultural laboratory, two storerooms and another shop. In this shop boys learn woodworking, sheetmetal working, electricity, and other general shop activities. The laboratory is especially designed for such work as milk testing, soil testing, and making post-mortem examinations.

The writer knows from personal observation that lights are on in this laboratory almost every night. If one would go inside he would probably find Mr. Baity and some young farmer of the community testing milk, or making a post-mortem examination of a turkey or chicken.

On the south side of the building is a greenhouse which has been operated by the agriculture boys for twenty-four years. The growing of vegetable plants for sale and home use has been a very popular activity at the Highland School.

Program Reaches Entire Community

In describing Mr. Baity's building one can hardly stop at the doors because it is apparent that he uses the entire ten acres of school ground as a laboratory. The small grape vineyard, the landscaping around the buildings, and the grading of lawns and playgrounds all show that Mr. Baity and "his boys" are on the job. In fact Mr. Baity's laboratory extends far beyond the school grounds and into every corner of the community. His boys are always conducting some group projects such as plant breeding, fertilizer practices, pasture improvement practices, soil conservation, or pond building. Their latest project is a five-acre game reserve, and they have five more planned for this year.

Mr. Baity has always believed that a boy learns by doing, and he never passes up an opportunity to give boys actual experience. He emphasizes that a student of vocational agriculture should accomplish most of his learning at home on the farm. Perhaps this is why a large percentage of his boys have outstanding supervised farming programs, and perhaps this is why Mr. Baity is willing to spend so much of his time with the boys on their home farms.

The writer can gratefully testify to the effectiveness of Earl Baity's teaching, as he is one of the approximately three hundred boys who have had the rare privilege of studying under this fine teacher. Probably two-thirds of these boys are still in Harford County practicing what Mr. Baity taught them in agriculture or related occupations. It would be impossible to appraise the full value of Mr. Baity's work, but it gives one a thrill to speculate on the immense amount of good that has been done by this one man.

Earl Baity is a quiet and unassuming person who declines credit for most of the work he has done, but practically every community problem has had the benefit of his clear-headed thinking and long-range planning. The farmers of Highland are sure that without him

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Farmer Classes

J. N. WEISS

MARK NICHOLS

Institutional on-farm training program at Highland, Illinois

JOHN C. DeLAURENTI, Superintendent of Schools, Highland, Illinois

THE G. I. training program in agriculture at the Highland High School began April 6, 1946 in response to a popular demand for training as provided originally in the so-called G. I. Bill of Rights as enacted into law by Congress and as amended by Public Law 346.

Six enrollees were enrolled in the first course which was taught by Roscoe D. Eiler, instructor of vocational agriculture. Soon others from the district and surrounding territory made application for entrance into the training program. It became necessary to add other qualified instructors until there were five sections of students comprising an enrollment of twenty-seven.

Following the pattern and practices as laid down in the regulations and provisions of the law, the enrollees were provided with reference books, farm magazines, consumable instructional supplies, record books, teaching units in many phases of agriculture to the extent of 88 units, and a portable filing box in which to keep their records.

Superintendent Administrative Officer

As in all schools the school superintendent is the administrative officer who is responsible for the establishment of the courses, the filing of all expenditure receipts and the approval of all local problems. In schools such as Highland where there is a department of vocational agriculture, the instructor of that department supervises the program, establishes the sections, instructs one section, sees that supplies and materials are provided for each enrollee, plans trips and speakers, provides films for visual education, plans meetings for farmer trainers, checks records of attendance, takes care of enrolling, transferring and interpreting regulations and provisions of the law from the Veterans Administration and the State Board for Vocational Education.

The veterans are now enrolled in two groups, namely, Groups I and II. Group I is for employed enrollees who work for a farmer. Their employers are known as farmer-trainers and are required to attend one farmer-trainer meeting called by the local supervisor each quarter. Group II is established for those veterans who are operating their own farms. Group I extends over a period of two years and Group II over four, if the veteran's eligibility extends over that period of time.

Each instructor makes one visit to the employed and two to each self employed veteran each month. A total of 4½ hours supervision must be given

each employee and 25 hours each self-employed veteran per quarter, one-half of which may be in the form of class demonstrations.

All veterans are required to attend 33 hours of class work per quarter and at least 12 hours of extension meetings at present.

Matters of keeping farm records and subsistence allowance are administered from the East St. Louis regional veterans office, while all matters of supervision, requirements for courses, enrollment, attendance, and the like are administered from the State Office of Vocational Education in Springfield, Illinois.

Two and One-Half Years

Two and one-half years have elapsed since the program was started in Highland. Several changes have been made in the law regulating the farm training program; a great number have completed their courses. Some have been interrupted in their training, and several have been in the program since its inception. One disabled veteran is enrolled under P.L. 16. New enrollees are taken into the program only at the beginning of a new quarter, and so far there have always been veterans waiting to enroll.

Numerous trips have been taken to shows, fairs, soil conservation demonstrations, forestry clinics, stockyards and processing plants; hundreds of farm educational topics have been discussed in class, dozen of extension meetings have been attended, and strict farm

account records have been kept and supervised by the instructors. Dozen of educational films and film strips have been used; oral and written reports have been made of outside assignments, and at least 88 skill units on farm procedures have been studied.

Some brief testimonials from the veterans themselves follow. In each instance they were asked to jot down their honest opinions of the value of the courses offered at Highland to make them anonymous.

Testimonials

1. "My reasons for liking this program are: I like farming and like to get the latest and best information I can. Going to school I have learned a great deal through my teachers and their farm visits. It also keeps me in contact with others farming in the community who have a way of doing certain things better than I have been doing them. I like it because most of the fellows are here to get something out of it and will bring up points which we can discuss and clear up. These may be those which, as an individual, I would not have thought of.

I like the course because it also requires us to attend special meetings of all sorts that have helped me a great deal. I might not have gone to them had I not been connected with this program. We also have very good speakers which are a great help, because they have something new and different. We also have movies that I like and which teach us educational points which we would never obtain otherwise."

2. "My reasons for liking the G. I. Farm-Training program are: I come in contact with different fellows of various communities, and in meeting them get to know their ways of farming, which when we all get together we find some very good points of interest to farming.

In attending the various meetings throughout the different counties, one sees quite a few points of interest and meets different officials of various organizations.

In our reports, one has a chance to get before the class and talk on an assigned subject and state his own

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Shop work makes up an important phase of the veterans training program at Highland, Ill.

Program for wives of veterans in Allen County, Indiana

L. O. STAFFORD, Teacher, Woodburn, Indiana

THE THREE veterans' agricultural classes in Allen County, Indiana, have had during the past year, a program which has included the wives of the veterans.

At Arcola where the instructor is Mr. Homer G. Schipper, the veterans and their wives meet together once a month for a two hour session. This program started in October, 1947. The first hour is devoted to an educational discussion that is related to the veterans' program and on a subject in which the wives are also interested, such as poultry culling. During the second hour a motion picture is usually shown and this is followed by a recreational program in charge of the president of the veterans class. The class elects a president and a secretary who serve for six months. In addition to these regular joint monthly meetings there are occasional special meetings. The picture appearing with this article shows the Arcola group at the Purdue University farm where they went on a sight seeing tour on a recent Sunday.

At Huntertown, where Mr. G. W. Guinther is the instructor, a similar program is in operation. The veterans and their wives have also met jointly each month since October, 1947. During the past winter the group met at the school on subjects of interest to both the veterans and their wives. Examples of meeting subjects are: deep freezers and their operation, chick care, culling poultry, and the home garden. When summer came the group decided to meet at the various homes instead of at the school. At each farm new improvements and improved practices are observed. Examples of things seen and discussed are: a well planned garden, a home constructed grain elevator, a new home farm shop, a home built hog house, and a well arranged kitchen.

A covered dish supper is a part of each meeting.

At Woodburn the program for the veterans wives during the past year consisted of a series of eight meetings on clothing construction. The emphasis was on the construction of children's clothes and on made over garments. The meetings were very informal. The sessions were taught by Miss Margaret Rosentrader, instructor of home economics. The meetings were conducted at the same time that the regular veterans class was held. During the past year there were in addition to these educational meetings two social meetings, one of which was a wiener roast.

With each of the three veterans classes these programs for the wives came about because of the suggestions of the veterans or their wives. Each program was locally initiated and planned to carry out the wishes of each particular group.

The Collegiate F.F.A. chapter at Texas A & M College has established a \$125 scholarship to be awarded to a freshman entering the college next year.



Members of veterans class and their families at swine barn Purdue University.

On-farm training at Highland, Illinois

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opinion on various things. It does anyone good to go before the class or a group of people once in a while.

We have learned better methods of farming and things pertaining to the farm through our bulletins, which is a great help or certainly will be in time to come. In farming now, one must know what to put into it to get something out of it.

The extra monthly pay certainly comes in handy for a young fellow just starting out in farming.

The educational movies have a lot of information for the G. I.'s and a comic once in a while helps to liven up the class.

Last of all, I think as long as a fellow takes interest in his class work and things pertaining to it, it certainly will do him a lot of good."

3. "I think an interesting part of the program are the educational films that are shown. I think they show more and explain more than an individual instructor can in a three-hour class. I also think that discussions on the problems of the individual students concerning their work on the farm are very interesting and educational, as they may save another person a lot of time if he should have the same problem."

4. "My opinion of the G. I. program is: It gives a young fellow a chance to start operating a farm or business for himself which he probably could not do without some assistance of one source or another, as is my case.

It is also very educational for anyone in his particular line of schooling if he takes an interest in it, things that you do not pick up from actual experiences."

5. "My opinion of the G. I. program is: It helps me in three ways. We get up to date literature from the university that most farmers don't get.

I get to meetings that I ordinarily would pass up because I wouldn't know about them.

It helps young farmers get a start,

because they usually haven't too much money the first few years.

It is for the purpose of making a living instead of a pastime or hobby as some of the other training programs are."

6. "Some of the benefits I get out of the G. I. Program are: Feeding balanced rations to livestock to get them to market at lower feed costs, giving the farmer more profit.

Second, to fertilizer your soil for what is required so as to raise larger crops at a lower expense, making a larger profit.

I have also received a good training in keeping my own machinery repaired, thus cutting down repair bills."

7. "Since I entered the course, "Training on the Job in Farming," I have acquired considerable information which became very practical and useful. The class room work was always interesting. I always picked up something I didn't know before. The extension meetings also were worthwhile. The demonstration work was also practical. All in all, I think it is a good educational course for G. I.'s."

8. "I think the On-the-Job Training Program in farming is definitely on the up and up. I get a lot of technical advice and training that I would probably never get otherwise.

The trips we take also give us a chance to see how things are done that otherwise would be impossible to see or do. An example was our trip to Funk Bros. seed corn plant and our proposed trip to the stockyards and packing plant.

All in all, I enjoy the program and am definitely learning better and faster ways to farm and improve my own environment."

9. "I think On-the-Job Training is O.K. We go to school one night a week, which is all right and does not interfere with our work on the farm. I get a lot of good out of the movies we have at school. We also go to farms and have classes there; this way we can see and learn some more. On other farms, I get a chance to see how the other fellow farms and get other ideas.

The books we get are all good.

We all like it fine."

10. "I am well satisfied with the On the Job Program of farming. A fine spirit of cooperation between students and teachers exists here at Highland High School in the classroom and also on the farm demonstrations. The set-up suits me O.K. No complaints."

The G. I. Farm Training Program has been an excellent means of interpreting our schools to the people of our area; it is one of our best public relations media. The goodwill it has engendered toward the public schools has been excellent. It has been the means of bringing the schools to the favorable attention of our people, thereby creating a feeling that our schools have many contributions to make to society besides teaching the three R's.

The F.F.A. chapter at Rice Lake, Wisconsin, has purchased an adding machine for use in tabulating data pertaining to the Junior Dairy Herd Improvement Association.

On-farm training in Holmes County, Florida

ALEX SHEPPARD, County Superintendent, Bonifay, Florida

WHEN the Veterans Institutional On-Farm Training Program began in Holmes County in 1946, a survey revealed that one of the pressing needs was a year-round supply of fresh milk for the home farm. This survey also showed a need for a more balanced year-round farm income.

The survey having pointed out the above very clearly, it was decided to include dairying in the teaching program for veterans. Among the things included in the veteran's instruction in dairying are; year-round grazing program, selection of desirable cows, breeding program as related to building up of herd, good feeding program, sanitation, keeping accurate records, and marketing fluid milk. It should be pointed out that not only does the veteran receive instruction in the classroom on the above, but he also has individual instruction on the farm, and it is here, that the problems of the trainee are given thorough study.

Small Dairy Established

Although, initially, the objective was to encourage the veterans to have a safe, plentiful supply of milk for home use, some of the men were quick to realize that commercial dairying could be developed in the area. This realization of the possibilities of commercial dairying was brought about by the presence of a ready market for fluid milk.

Dairies developed by veterans in the Institutional On-Farm Training Program in Holmes County are small, but the buildings are built in such manner that they can be enlarged. It was believed that it would be better to start in a small way and develop larger dairies as the men became more experienced. The dairies are well equipped, having coolers, hot water heaters, and otherwise meeting the requirements of the Florida State Board of Health. Some of the dairies, small as they are, are equipped with milking machines.

With a readily available market and favorable climatic conditions for production of good grass, dairying has grown by leaps and bounds in Holmes County. Although started only about one

year ago, dairying is fast taking its place as one of the major enterprises for many of the trainees. A total of 152 milk cows has been procured since the program began.

The veterans in the Institutional On-Farm Training Program in Holmes County cooperate with one another in getting established in the dairying business. One good example of this cooperation is the help that they have given each other in the construction of dairy barns. Cost of constructing barns has been held to a minimum by the spirit of cooperation.

Livestock Farming Emphasized

The survey of the farm situation in Holmes County further revealed that a trend toward livestock farming was needed to increase the farm income. It also showed that due to continuous row cropping and harvesting of market peanuts, the soil had become so depleted that some steps had to be taken to increase the fertility of the soil in order to put farming on a paying basis.

Due to the low farm income, which left the farmers of this section with a small operating capital, it was decided that swine production would fit into the program better than some other phase of livestock production which would require a larger capital outlay.

It was realized by all concerned that for the veterans to carry on profitable swine production something had to be done to encourage better breeding and feeding practices. Until the veterans program started in Holmes County, approximately 90 per cent of the hogs were of the "razor back" or "pinywoods rooster" type which primarily made their own living on open range and were 18 months to 2 years of age before they reached market size.

By classroom instruction, individual supervision on the farm and visits to experiment stations and recognized swine producers, better breeding and feeding practices have been introduced to the veterans in training in this county. As a result, progress has been

made to the extent that many of the veterans have bought pure bred animals to improve their herds. Others have gone into the production of pure bred animals to be sold for breeding purposes.

In addition to the great improvement in breeds, the majority of the veterans producing hogs are following an improved systematic feeding program which consists of year round grazing and a balanced fattening ration.

As an example of this progress, 240 breeding hogs and 1,758 feeder hogs have been procured by veterans since the initiation of the program.

Since the farmer's income is the lowest during the winter and spring months, the poultry enterprise has been promoted because chickens can be raised during this critical period.

A home survey revealed that a large percentage of the students did not have poultry on their farms to produce enough eggs and meat for their home use. The instructors saw immediately that this was a weakness in their farming programs and began encouraging veterans to secure better breeds of chickens to suit their individual needs.

Live-At-Home Programs

A survey made a year later proved very encouraging. Many families that were not producing sufficient meat and eggs for home use are now producing enough for live-at-home programs as far as poultry is concerned. Some veterans have increased their income by selling eggs and broilers in nearby towns. A total of 5,404 broilers have been marketed to date.

The same methods of production of chickens were not used on all farms. In some instances baby-chicks were brooded with simple farm brooders which used kerosene as a source of heat whereas others use an electrical battery brooder. In most cases after the chickens reach the fryer stage, the roosters are sold to the market or are consumed at home and the pullets are kept for future layers. After the pullets come into production they are checked frequently to determine the layers from the non-layers. In all phases of production good management and feeding practices are employed.

Some veterans have been able to

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Holmes County, Florida Activities



Veterans in Holmes County are expanding and improving their dairy farming activities.



Instructional staff on-farm training Holmes County, Florida. Standing: left to right, Mrs. L. G. Pierson, Secretary; C. E. Beebe; Frank Conway; L. G. Pierson; Alex Shepherd, County Superintendent; G. C. Adams, Agriculture Supervisor. Seated: left to right, Foy Campbell; W. D. Tothorow; Thomas G. Holmes; M. P. Sheppard; Alton Brown; Donnie Treadwell; R. R. Denson, Area Supervisor.

Susquehanna County veterans learn calf raising

GLENN W. ELY, County Supervisor Veterans Training, Montrose, Pennsylvania



Glenn W. Ely

WHEN veterans' agriculture training was started in Susquehanna County a survey was made of the farming practices being carried on by those who desired to become trainees. The farming practices that were being followed in raising young stock were

not giving satisfactory results and the survey showed that only one farmer in ten was raising his young stock according to the latest scientific information.

It was quite a surprise to find that only one man in ten was raising his calves properly, in view of the fact that departments of vocational agriculture and the agriculture extension service had been advocating proper practices over a number of years. Part of the reason for the number being so low is no doubt due to the fact that much research had been done and the results published within the past few years while the men were in the service, and another factor which contributes to this low figure is that less than 25 per cent of the men in training had received any formal instruction in vocational agriculture or had participation in 4-H club work.

New York Milk Shed

Since Susquehanna County is particularly adapted to growing grass and good pasture and is also within the range of the New York Milk Shed, 80 per cent of the farm income is derived from the sale of milk and dairy cattle. As dairying is the predominate enterprise in the county a study was made to discover the mistakes being made and a calf raising program was developed to correct these mistakes.

One of our first considerations was to be sure that the animals selected for raising would have the best possible chance of growing into profitable producers. Breeding and inheritance were pointed out in class and during farm visits of primary importance in getting good calves to raise. When the first studies were made there were many bulls of questionable value being used in the herds of veterans and only 12 men who were in training at that time were using the Artificial Breeding Cooperative in this area as a means of getting their females bred to superior sires. By discussing artificial breeding, its advantages and problems, and by having the veterans classes visit the Artificial Breeding Cooperative we were able to create much interest in the use of superior sires. At the present time more than 180 veterans or more than 60 per cent of the men in training are taking advantage of the Artificial Breeding Cooperative. For those men who

for one reason or another have not seen fit to breed artificially every effort is made when selecting a bull to get the son of a proven sire and of a proven cow family.

The importance of the female in inheritance of any calf has also been emphasized. A dairy herd improvement association was formed by some of the leading herd owners and all veterans were taught how to make and keep records of the individual production of the cows in their herds. On the basis of these records calves could be raised from only the better cows.

When the study of practices being used in raising young stock was made the following mistakes were found to be most common: Feeding too much milk, feeding milk over too long a period, feeding the wrong kind of grain, not feeding the calves their milk with a suckling device, not having small calves in individual pens, not supplying enough Vitamin A and D to insure good



Dairy calves raised by veterans of Susquehanna County placed first in various classes at the county fair.

growth and prevent rickets, not supplying clean fresh water at all times, feeding silage to calves that were too small, turning calves out on pasture before they were one year of age, feeding inferior quality of hay to young stock and breeding calves when they were too small.

Feeding and Management

The following simplified feeding and raising schedule is a digest of the lessons taught on calf raising and by following this schedule our trainees have been raising very satisfactory calves.

Birth to three days

Feed milk three times daily
Holstein or Brown Swiss, 3 to 4 pounds per feeding
Ayrshire or Guernsey, 2½ to 3 pounds per feeding
Jersey, 2 to 2½ pounds per feeding
Use a suckling device, nursing bottle or nursing pail
Feed the colostrum milk
Place calf in warm and dry individual pen

4 days to 30 days

Feed milk twice daily with nursing device
Holstein or Brown Swiss, 4 to 5 pounds per feeding
Ayrshire or Guernsey, 4 pounds per feeding
Jersey, 3 pounds per feeding
Feed a teaspoon of cod-liver oil in milk
Keep calf-starter, fresh water, and good hay in front of calf
Keep feed box and utensils clean
Dehorn with dehorning paste between 7 and 14 days

1 month to 4 months

When calf eats one pound of calf starter daily gradually discontinue whole milk over a two week period
Feed all the calf starter calf will eat up to 4 pounds per day
Keep fresh water and good hay in front of calf at all times
With poor quality hay add one teaspoon of cod-liver oil to the grain daily
Keep pens dry and utensils clean

4 months to 8 months

Gradually change grain from calf starter to a good calf grower containing Vitamin D to prevent rickets
Feed calf grower as follows: 4 to 6 pounds daily with high quality hay,

6 to 8 pounds daily with low quality hay

Two to four calves may be in one pen at this age

Vaccinate for Bangs disease between five and seven months

Check periodically for lice

DO NOT TURN CALVES ON PASTURE

8 months to 12 months

Feed calf grower 4 to 6 pounds daily with high quality roughage, 6 to 8 pounds daily with poor quality roughage

Keep water and hay in front of calves
Calves of this age may be given a small feeding of silage

In the summer an outside calf lot will give good results if the following are provided: shade, water, fly protection, hay and grain

12 months to 24 months

If heifers are up to standard for their age, in summer provide good pasture with hay and salt. In winter: high quality hay, 15 to 20 pounds of corn
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Adult farmer classes at Tipton, Missouri

ROSCOE R. GIBSON, Teacher

TIPTON, MISSOURI, is a small midwestern town located in Moniteau County, in the center of Missouri—midway between Kansas City, and St. Louis. It lies only 30 miles due north of the Lake of the Ozarks, which is the largest artificial lake in the world.

Tipton is a thriving community with its lifeblood coming from the agriculture in the area. The soil is not rich, being an Oswego silt loam, but it is a soil that will respond to treatment. Most of the farmers of the area realize that they will be unable to make a living on the soil unless they practice a rigid system of soil conservation. The average size farm is about 160 acres. It is a fact that there are more miles of terraces in a 7 mile radius of Tipton, than there is in any like area in the United States.

Vocational agriculture is in its infancy in the Tipton area. A department was started here July 1, 1946. During the first year of operation 333 persons received systematic instruction in agriculture. Of these 132 were adult farmers ranging in age from 19 to 81; 125 were veterans enrolled in on-farm training; and 31 were women enrolled in an adult Home Economics class taught by the vocational teacher's wife who was formerly instructor of vocational home economics. Tipton has not had a federally aided program of home economics but such a department will be established for the school year of 1948-49. Forty-five high school boys were enrolled in the all-day classes in agriculture during the first year.

Farmers Request Instruction

In 1941 when I was teaching vocational agriculture at California, Missouri, a distance of 15 miles from Tipton, I got to know a few farmers in the Tipton area. They asked me if I would come to Tipton and conduct an evening school. I agreed to attempt a school there and as the community was raising a lot of corn and hogs, I planned an intensive course of 12 lessons on Swine Production. I wrote a short news article for the Tipton paper and mailed it to the editor. He in turn showed the article to the cashier of the Tipton Farmers Bank who visited the various merchants in the town and asked them to mention the class in their weekly advertisements. To my surprise, there were some 70 farmers enrolled the first night of class. To the best of my memory 64 of these farmers attended 8 or more of the 12 meetings; 41 of them attended all meetings in spite of the fact two meetings were held with a temperature of 6 degrees below zero.

The next year I was called into service so another such class was not held. I returned from service in March, 1946, and decided to take a little vacation and drove through Tipton. Immediately I was approached by one of the directors who was a member of my original evening school, and asked if I would accept the job of vocational teacher if the school might be approved for this type of work.

The school was approved and I began my duties on July 1, 1946. As I met members of the class, I was almost always asked if I was going to hold a class that winter. The first week I was in Tipton 14 farmers called at my office (in the basement of the school as the vocational agriculture building was under construction) to discuss on-farm problems. These problems ranged from the control of blister beetles in the garden to an outbreak of Black Leg in cattle. I was happy to note that the farmers realized the value of vocational agriculture.

In November I decided to start an evening school. I began to worry if I could get attendance. I contacted several farmers personally and all were interested, but help was scarce and the farmers were working long hours. I wrote cards to all the old members and to anybody else I thought might be interested. I called the first meeting at 8:00 p.m. and started the class on the hour. Again to my surprise, 71 showed up to enroll.

The classes were held each Monday night, at 8:00 p.m., for 15 weeks, which was the beginning of the heavy spring work. When I told the class that this would be the last meeting until next year. There was a silence for some seconds, then one farmer said, "well, I have always looked forward to each Monday night, and I hate to see us quit meeting, but I suppose we will make it till next year." I held to my thought of discontinuing the class, but I made up my mind to start one next year and to run it from November 15th, to March 15th; then hold meetings one night a month the rest of the year. We are now into our second year of operation and the meetings are still well attended both in busy and slack seasons.

While the class was in operation a community center 12 miles away asked me to start a class there; I did and got

an enrollment of 61 adult farmers. I used the same course in both classes.

All classes are now being held in the new vocational agriculture building and the members travel as much as 25 miles to attend. The continuous class always deals with general agricultural problems but in addition we hold two classes each year on the enterprise basis such as dairying or sheep. These special classes are held one night per week for 12 weeks. They are then disbanded and the members attend the class on general farm problems.

Problem of Serving Entire Area

Our classes are too large. I wish that it were possible to hold more classes and hold them in the rural school communities. I talked to the farmers concerning this subject and it was found that some 7 to 8 classes would have to be held to accommodate the same individuals that are attending the classes in operation at the present time.

The average attendance in the enterprise classes is about 21. In my opinion we get more information to the members in a class of this size. Interest however is no better in the small than in large classes. We hope eventually, to develop our department into a two-teacher system, but have many financial problems to solve before this can be done. The members of the class are even cool to the idea of an extra teacher. One of them, when asked by a teacher trainer of the University of Missouri, if he thought we should have another teacher, replied, "If our class grows to such an extent that the agriculture building will not accommodate them we will move to the auditorium." We have held special class meetings in the auditorium with an attendance of more than 500 people.

Our enrollment has ceased to be a problem. The members take pride in handing the vocational agriculture secretary the name and address of a farmer he has talked to and convinced should be attending our class. I personally visit one farmer in every school district in our area for the purpose of enrolling him in school. I also try to enroll two new low-income farmers



The instructor at Tipton, Missouri, explains his program to the superintendent of schools.

each year. These are the ones that should be attending and who are likely to be absent. I have found that a little personal contact with this group, and a sincere interest in their problems will go a long way in arousing their interest.

It is not difficult to get enrollment here, but it is difficult to maintain that enrollment. I have talked to teachers who state it is impossible for them to get a satisfactory enrollment. I investigated one of these cases and found that two members of that teacher's school board did not know him well enough to speak to him on the street. Both of these school board members were farmers in the community.

Retention of Interest

Below are some suggestions which are essential to the retention of interest in adult farmer classes:

1. Become well enough acquainted with the farmers so you can call them by their first name.
2. Plan all meetings thoroughly regardless of how small a part you are to play in the instruction.
3. Be a leader—not just a "teacher."
4. Know your subject matter—If you don't know it say so—*Don't bluff*.
5. Plan a series of meeting—not each meeting separately.
6. Send the farmers home at night with the thought in mind of an evening well spent.
7. Contact farmers on their own farms and invite them to attend.
8. Visit the members on their farms when there are problems that you may help solve.
9. Advertise your class through news articles.
10. Use your class members to recruit more members.
11. Notify all members by card of all meetings. They are busy and may forget the meeting dates.
12. Open your agriculture building to all agricultural groups.
13. Open your shop to members of your class. The repairmen of the town will not object.

14. Cooperate with other agencies.
15. Organize the class by having the members elect officers.
16. Hold meetings in all months of the year (some farmers will have time to attend even in the busiest time.)

These worked for me—maybe they will for you.

Type of Instruction

I do not think I am qualified to make suggestions on this phase of adult education. In our class we use what, we call, "open discussion."

I plan some material on the subject to be discussed. This is made in outline form just as if it were to be given as a lecture. I make some opening remarks regarding the subject and include in these remarks statements that will lead to discussion. I try not to have these remarks last longer than 10 minutes. I then throw the meeting open for discussion on the subject and act as leader in directing the discussion for the remainder of the time.

The first impression is that little discussion will come from a class of 40-50 farmers, but in our case, we have an abundance of discussion. Our problem is having enough time to allow all to give their views on the subject. Our meetings are scheduled for two hours and the members are made to feel free to leave at any time, but in most cases few leave short of three hours.

We always, usually at beginning of meeting, set aside time for farmers to present individual problems. We allow these problems to be presented and discussed until all have finished. We attempt to solve these problems from the floor. I may give my opinion but never in such a way that the members will think that I am right and they are wrong. They very frequently disagree with my viewpoints and are urged to express their disagreement openly. Invariably some other member will agree with me so the discussion is between the members, not between myself and certain of the members.

In our smaller classes which deal with definite enterprises we all sit around tables made into a square and

carry on just such a meeting as is outlined above. With all classes we often ask members to handle parts of the discussion. Their discussion is based on experience or observation. This arouses considerable interest and gives the farmers confidence in themselves. One member confided that before leading a discussion on fertilizers, he had been unable to stand up and talk to a group. He now felt that he could talk to any group.

We frequently invite specialists to take part in our meeting. Our largest attendance at any one meeting was 575 farmers when the late Dean E. A. Trowbridge, discussed certain problems with the farmers of the area. As a general rule, the members do not like outside specialists to act as speakers.

Movies are shown quite frequently. It is our plan that the movie shall deal with the subject under consideration.

The subject matter to be presented for a series of meetings is recommended to the class by a committee following which the class may add or subtract from the proposed problems. This is desirable in many ways, but the instructor must be on guard to see that the topics are of concern to the community.

Some of the things I think important in class instruction are:

1. Maintain interest within the class. If the members are not interested they won't be back.
2. Allow farmers to present their individual problems.
3. Get the maximum amount of class discussion.
4. Use visual aid, when they apply to the subject.
5. Use members of the class as class leaders.
6. Use guest speakers sparingly. Know the speaker and talk to him before he is invited. If he isn't interesting to you he probably won't be interesting to the class.

Length of period

(Continued from Page 171)

culture teacher. The amount of time for this phase of his work should not be determined arbitrarily without the understanding that comes out of a careful study of the problem.

This question of the class period in agriculture in the high schools could well be the basis of some research problems that could be carried on by people who are familiar enough with the actual teaching and learning in vocational agriculture and with the operation of the total program in the schools.

It seems that it would be up to those concerned directly with the administration, supervision and teacher-training in vocational agriculture to take the lead in determining the nature of the problems to be studied and the procedure of these studies in order that results may be worthwhile and effective.—Verd Peterson, State Director, South Carolina.

Financial assistance for the conducting of leadership training camps in Illinois is provided from state F.F.A. Foundation funds.



Mr. Gibson discusses farm problems with Geo. Kelly and his son-in-law, G. F. Kasper.

Future Farmers of America

H. N. HANSUCKER

Service activities are important

GEORGE F. SULLARDS, District Supervisor, State College, Arkansas

COMMUNITY service in the F.F.A. has a definite place. It serves as an entry into the farm home from which contacts are made that carry over into the adult program of the local school. The value of such services rendered by chapters in Northeast Arkansas exceeds the salaries of the chapter advisers. However, community services expected of the chapters have become so many and so varied that some chapters are at a loss to know what types of services should be undertaken without jeopardizing the entire program of vocational agriculture.

Service activities should be based on the needs of the community and centered around two major objectives: the solving of problems considered acute; and the solving of problems that are far reaching, those that cannot be achieved this month or this year. The solving of both are essential to the welfare of the community.

Many educational services can be rendered without attendant projects. The fact that one knows how and when to vaccinate an animal may prevent the out-break of a disease that could cost the community thousands of dollars. A program of community service should be educational in nature and as far as possible the accompanying activities should be set up to be performed seasonally.

Activities of Arkansas Chapter

Activities carried on by an Arkansas chapter of the Future Farmers of America may be used to illustrate a practical program of community activities. The committee charged with the responsibility of community service in this chapter has incorporated the following items in the local program of work.

1. Chapter participation in a Farm Animal Disease Control Program by organizing "settlement groups" of members who have been trained to vaccinate, castrate, dehorn, spray, and report outbreaks of disease.
2. To make the community a healthier place in which to live.
Building sanitary toilets, spraying stock ponds and other areas control malaria, spraying homes with D.D.T., building window screens, picking up and cleaning up around barns and out-houses.
3. To work with the State Game and Fish Commission in draining and restocking farm ponds.
Members serve as deputy game wardens with power of arrest.
4. To help eradicate the community of rats.

Permission was granted to use the newest rat poison. Ten to two-

F.F.A. builds a better community

GORDON A. TRAVER, Teacher, Weare, N. H.



Gordon A. Traver

BOOKS, books, books, technical agriculture, bulletins, cows, hogs, field crops, potatoes, shop-work, tours and trips, wiener roasts—and what is the result? Yes, we are teaching our boys to be farmers, better farmers than their dads, teaching them to get along with one another, to live a good clean life; to be independent, reliable, honest—yes, good citizens. What is the end product? After four years of training in vocational agriculture plus the three R's and some history, social studies—what is the result? Possibly he takes up farming after graduation from high school. He becomes a citizen of the town. He has heard about the Grange, the local Rod and Gun Club, and goes to church on Sunday. But, has anyone actually taught him how he as a citizen and farmer is actually part of society and the community? How can he work towards making the community a better place in which to live? Where does he fit in?

It seems to me that there is a gap in his training. A gap which exists between being a high school graduate, a young

farmer, a citizen, and a community builder. He lacks the "know how," the "where to come in" aspect. Certainly he should be aware of community problems and should possess the "know how" of coping with these situations. The teachers of vocational agriculture are, in my opinion, the "naturals" to seal this gap.

Dock for Boats

Since I have been in Weare, the F.F.A. has not been as active in community affairs as I think they should. We have, however, accomplished one project and hope to do more this year. The town where I teach owns a beautiful reservoir where boating and swimming are at their best. But what good is this beautiful spot without a dock for the boats, tables and benches for picnic lunches, a diving board and pier for the swimmers? I talked a little community activity to my F.F.A. boys. They contacted a few townspeople and told them they would like to do something for the community to make it a better place in which to live. Several suggestions were made such as building a doop up at the reservoir—a place where dad could tie his boat and mother could get in the boat without climbing over the rocks; or building tables and benches for picnic lovers—the former ones had been chopped up or floated away by town boys; or building a pier and diving board for the many swimmers. Even I was unaware of the many possibilities. The boys talked it over and decided the F.F.A. should finance whatever they undertook to do—that they would contribute something in its entirety to make the community a better place. They decided to make a dock for the boats. For a whole week, the boys worked during "ag" period on the dock and finished it. They know how much work went into making it and they know how a dock is made. I do not believe they will chop it up for fire wood because they are proud of it. They feel elated when someone mentions what a good job they did or how nice it is.

This year, the boys decided to run two paper drives to help finance one of two probable community projects. They plan to either build benches and tables to be used at the reservoir or to buy some Ammate and spray poison ivy which has practically overrun the town.

What other teacher has such an opportunity not only to encourage community projects but also to actually supervise the activity? Does this fill the gap? In my opinion the boy has learned not only "how" to recognize community problems, but also how to solve them. the community in which these boys live will be a better community.

hundred rats per farm were killed.

5. To set up a welding class.

Equipment was purchased at a discount from a welding supply house for this purpose. The class is open to adults, veterans, and all day students; six have taken welding jobs as a result of this training, one of whom has opened his own shop.

6. Work with agricultural and civic organizations in soil conservation, home beautification, food preservation, and other projects that will make our community a better place in which to live.

Chapters undertaking such activities soon learn that time taken in the selection and preparation of committees for the realization of their objectives is essential to the success of the projects. They also learn their job is primarily one of leadership, and that the time which members can devote to service projects is a factor in ascertaining the scope of activities to be undertaken. Finally they should choose activities which provide training in vocational agriculture rather than those involving repetitive work with little opportunity for learning.

Food important in F.F.A. activities

ROBERT BOWMAN, Former National President Future Farmers of America

ANYBODY who deals with boys' activities finds out very quickly that food plays an important part in their lives. The "snack" after the meeting, occasional banquets, picnics, barbecues, wiener-roasts and other excuses for consuming large quantities of food, have a lot of attraction for growing American boys, and Future Farmers seem to be able to hold their own. Let's consider what goes on in the chapter at Bakersfield, California.

This chapter is unique so far as chapter activities are concerned, as some of the members live 90 miles from the school and 100 per cent participation in all activities is virtually impossible. Because of this distance obstacle the chapter has found that it must have a wide variation of events during the school year to meet the needs of its members. However, even though the activities vary it is a standing rule that there will always be food, and plenty of it.

Just when this policy of "food at every meeting" evolved I have no idea, but alumni members still brag about the "great" Father and Son Banquets, Mother and Son Banquets, bean feeds, or about the food at one of the chapter meetings in past years. To be specific, last year the Bakersfield F.F.A. in combined activities fed approximately 2,500 people. The Father and Son Banquet and the Mother and Son Banquet were attended by over 900 people. As I now think of the size and scope of the Bakersfield F.F.A. activities, it is easy to appreciate the responsibility vested in the officers of the chapter. These boys were the organizers and carried the plans through to success. For instance, the Father and Son Banquet attended by over 600 people required 650 pounds of barbecued meat. With such a large crowd, one slip could easily spoil the evening. These 600 people were served in three cafeteria lines in thirty minutes.

*Robert is now a student at California Polytechnic Institute, San Luis Obispo.

Four men were used at each serving table and steaming hot beef, beans, potato salad, and vegetables were served. In addition, other boys distributed milk and coffee to the tables, and at all of the Bakersfield F.F.A. banquets the tables were decorated with plenty of fruit, relishes, and other novelties.

Banquets at Bakersfield, California

For 29 years the Father and Son Banquets has been the pride of Bakersfield F.F.A. In 1919 under the direction of Mr. H. K. Dickson, it was founded to promote community and parent support. Each year the officers try to surpass all previous attendance records and improve their program. With this objective in mind, we may more easily understand the technique used. First, it is a non-profit activity and usually the chapter loses about \$50.00. Second, the organization's buying, ticket selling and serving is done 100 per cent by the members. Third, not less than 1 pound of boned meat shall be served and no man will leave the banquet hungry. For a number of years the banquet was held in hotels, or churches. However, the quantity of food was usually short and the members felt that by doing the work themselves, overhead could be cut and more food served. Now each year Charles Castro, a member of one of Bakersfield's old Spanish families, barbecues the meat and all the other work is done by the boys. Plenty of food is the greatest single factor in the yearly success of this event. A successful banquet depends upon how full a person is upon leaving and it is better to have too much than too little food.

The program consists of one student speaker from each of the project groups, and this is followed by awards to the outstanding members and presentation of Honorary Chapter Degrees. It has been found that the entire night must run on a fast schedule and at no time must the program lag.



These Future Farmers are dressing meat birds for their Parent-Son banquet. The birds were raised in an F.F.A. home project at Merced, California.

By experience it has been found that mothers are as interested in their son's work as are fathers. However, it is impossible to hold Parents and Son Banquets, since no facilities are available in Bakersfield for such a large group. Therefore, this chapter has a Mother and Son Banquet each year. Last year approximately 300 mothers attended this event. Roast beef, pineapple and cottage cheese salad, mashed potatoes, pears and carrots, cake and ice cream were on the menu. A number of other banquets are also held intermittently during the year in the interest of public relations. Last year a barbecue was held for the Sears Roebuck officials, Ed Condon, and Ex-Senator Robert LaFollette. Honorary F.F.A. members, town business people, Sears store officials, school officials, and the outstanding F.F.A. boys were present. Approximately 300 people attended this affair, which was held at the school farm. All the work was done by the members and from this it is easy to see that Bakersfield F.F.A. realizes the value of a friendly and cooperative community.

In addition, a barbecue was also given during the time of the California Guernsey sale. This sale held at the school farm draws cattle and purebred Guernsey breeders from all parts of the state. This allows an excellent opportunity for boys to sell breeding stock and buy cattle from the best herds on the West Coast. One of the points of interest is the fact that Golden Guernsey milk from the school herd was served in unlimited quantities.

Community Support

Each year certain men in Kern County who have loyally supported the chapter are given the Honorary Chapter Farmer Degree. These men by their own initiative have formed a club and now offer a \$2,000 scholarship to the outstanding graduate of the chapter. Two representatives of this organization last year bought the grand champion lamb and hog at the Great Western Livestock Show. The lamb alone cost the club \$550 and was owned by a Bakersfield boy. These hogs and lambs were returned to Bakersfield and a banquet was given for all the boys with hog and

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Four groups cooperated in this banquet—Future Farmers, Future Homemakers, Young Farmers and Young Homemakers at Delano, California.

F.F.A. serves the community

ROBERT DAHLE, Former Teacher, Ferron, Utah*



Robert Dahle

IN many Utah localities F.F.A. activities are a major factor in the life of the community. In this short article I shall briefly relate how the F.F.A. chapter at Ferron, Utah has served community life in South Emery communities.

The annual program of activities for any of the last few years shows to some extent how the chapter has offered service to the area.

Soon after our F.F.A. officers are elected they are given instruction as to their duties and responsibilities. The F.F.A. is an educational organization and it is very important that each officer and member gets a copy of the annual program of activities and an understanding as to his responsibilities in accomplishing the chapter objectives.

Committees Used Extensively

The last year program of activities included 28 committees. Every F.F.A. boy is given an opportunity to serve on one, two or three committees. Our motto, "Put Every Boy to Work," has stimulated interest with our members. Some committee meetings are held almost every day and one chapter officer is appointed as a member of each committee. Some of the committees which have helped us serve our community are as follows: community service, live stock exhibits, safety and fire control, cooperative activities, community beautification, crop exhibits, dairy herd improvement program, cooperative buying, finance for Emery County Junior Livestock Show, farmers repair, observation plot, and livestock loss prevention. Because of lack of space I'll discuss only a few of the accomplishments of the committees.

The program of livestock improvement has done much to improve the livestock in our communities. Before the F.F.A. program was organized, not one beef animal was exhibited in our county. South Emery F.F.A. has gone from no exhibits to the largest of beef cattle in the state and has had more awards and recognition in beef than any other chapter in the state. Our district sells more feeder calves to the Future Farms of Utah chapters than any other area.

The South Emery chapter has won first place in total points in the Salt Lake Junior Livestock Show for the past eight years and exhibited many champions.

In purebred Hereford production our chapter and community has done much to increase number and quality of purebred Hereford cattle. Ten years ago

there was not a purebred registered Hereford in Ferron. Today there are thirty breeders and four breeding on a rather large scale with exceptional quality cattle. They are Don and Cliff Snow, Gardell Snow, Paul and Carlyle Crawford and Sorenson Brothers.

These men have made an outstanding name in the field of purebred Hereford cattle. Cliff and Don Snow exhibited the grand champion pen of three bulls at the Ogden Livestock Show last year and sold the pen for an all time high for \$6,000.

Cooperative Livestock Activities

The F.F.A. chapter sponsored a purebred Hereford herd sire in 1942 and the idea caught the fancy of future farmers and adult stockmen all over the Ferron and Moore districts. Not more than one or two men had enough cows to justify buying a top herd sire. As a result shares were sold and 16 members cooperatively purchased Royal Domino 4th from Faye De Berards herd in Kremmling, Colorado. This bull was purchased as a calf for \$1,000, and three years later sold for \$975. Other community bulls used have been owned by Kemp Robinson, Carlyle Crawford, Gardell Snow and Sam Singleton.

The cooperative bull now in Ferron has 75 shares owned by twenty-one members. He is R. S. Denver Mixer and has a bright show record. In 1944 at the Denver Show he placed right behind T. T. Triumphant 29, which sold at Denver the next year for \$50,000. In 1945 this bull placed next to W. H. R. Helmsman III, which became Grand Champion and later Bob Lazear refused an offer of \$100,000. With a pedigree and show record like this bull has, together with his proven breeding ability, this bull should continue to improve the quality of Ferron herds.

Cooperatively South Emery chapter has strived to improve the quality of hogs in this locality. The chapter has a swine chain and for the past eight years has at all times kept one or two quality purebred boars. Chapter members have had the services of these boars for their swine projects at a cost of \$1.00 per breed bill. For the past five years our chapter has fed from ten to fifteen fat hogs for market. These hogs have been pigs given to the chapter for the use of the chapter boar. In a financial way the feeder swine have netted the chapter from \$200 to \$500 a year.

The chapter has been active in the building of the South Eastern Utah Junior Livestock barn completed last spring. This barn is 200 feet long and 60 feet wide. In addition to this there is a wash room which is 20 feet wide and 50 feet long. This barn was built entirely by donations from local cattle men, local organizations and business men.

In an effort to help pay for the barn, our chapter has built cedar chests, bridles and halters which were auctioned off, giving the proceeds towards paying for the barn. The chapter bought and raffled a horse for \$1.00 a chance,

making \$300, which was turned toward paying for the show barn. Last year two wrist watches were given by our chapter as special prizes to F.F.A. boys for the best group of three steers exhibited by one boy and to the boy exhibiting grand champion steer.

Our chapter has had many recreational activities. South Emery F.F.A.'s last parents and sons banquet was attended by 178 individuals. The chapters last major educational tour was to Yellowstone National Park. This was a unique activity with 37 boys and five dads making the trip in a large school bus. We used chapter funds to pay insurance on the bus that carried the passengers and for the truck that carried the baggage. We traveled 1,471 miles at an average cost of \$7.50 each.

To the teacher who likes and believes in F.F.A. work, is sincere and loyal to his community, comes a satisfaction hard to find in any other field.

Food in F.F.A. activities

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sheep projects. Again, this is an illustration of community support and goodwill towards the chapter.

Various methods are used to interest students of vocational agriculture in the F.F.A. One of these methods was a party given for each of the classes with 100 per cent paid up membership by a certain date. In certain instances, the other members of the class even contributed money in order to attend the party. In order for such a plan to be successful it must appeal to the desires of all the students and food is a certain solution. The pie and ice cream feed was the result and very little difficulty was encountered in reaching the chapter membership goal.

Since this chapter is so large, general meetings are not held as often as they are held in smaller chapters. Five general meetings were held during the year and at each one of these meetings, beans was the major food served. The Bean Feeds were usually held in the local parks or at the school farm. It has been found that it is better to have one good meeting with plenty of food, in this case beans, than to have a dozen poor meetings. Attendance is usually excellent since the boys know that abundance of food will be served and the program interesting. Previous to livestock shows, the subordinate clubs, composed of one type of project boys, usually hold a meeting. At these meetings, even though business is their main purpose, the evening is usually ended with some sort of refreshments. The members of the subordinate clubs usually contribute a small amount of money to pay for this.

H. K. Dickson, who has been the chapter adviser for the last 20 years, makes this statement about the importance of "food." "For greater membership participation, more enthusiasm among members, and for community acknowledgement, the value of "feed" activities is not to be under-estimated.

The Idaho Potato Growers sponsors contest for F.F.A. members each year. The awards are used to defray expenses of one or more members to a National F.F.A. contest or the National convention.

*Mr. Dahle is now an area supervisor of Instructional On-Farm Farming, located at Ogden, Utah.

The school fair can pay off

J. ARTHUR PETERS, Teacher, Bradford, Vermont

CAN AN F.F.A. chapter with limited finances and relatively small membership sponsor a worthwhile school fair? Are the outcomes of such an activity profitable enough to warrant the expenditure of necessary time and effort? These two questions have confronted all teachers of vocational agriculture at one time or another. For this reason, the experience of the Bradford, Vermont chapter of Future Farmers of America in their first year of organizing and operating a school fair may be of interest. This is a story of how an F.F.A. chapter of 35 members and their adviser sponsored a successful school fair, and of the outcomes which resulted therefrom.

Developments Leading to Organization

Located in the heart of the Connecticut Valley, Bradford, Vermont is a natural location for an agricultural exposition. In fact until 1913 the Bradford Fair served annually as host to neighboring townsmen. With the development of a community recreation field in the spring of 1948, interest was again evidenced in a community fair. On the advice of the local advisory committee, the school trustees were approached in June and permission secured for the F.F.A. to use the school facilities for a two-day school fair if one should materialize. A committee elected by the F.F.A. chapter to contact a cross section of possible commercial exhibitors reported 100 per cent cooperation. In July the chapter voted to sponsor the show and made plans for its organization and operation.

Purposes

Feeling that a clear understanding of purposes would prove beneficial in guiding the chapter members to the desired outcomes, the following purposes of the fair were formulated.

1. To provide an educational experience for F.F.A. members in cooperatively planning and operating a community service project
2. To better acquaint the community with the purposes, organization and program of the F.F.A.
3. To provide an incentive for mem-

bers of the local chapter to improve their supervised farming programs

4. To focus attention on community resources and opportunities
5. To revive a lagging community spirit
6. To better the financial standing of the chapter

Organization

A committee was placed in charge of each of the following seven phases of organization: grounds layout; commercial exhibits; educational exhibits; concessions; judges; advertising and publicity; and program.

One of the biggest problems involved, that of allocating space, fell into the lap of the Grounds Layout Committee. After considerable adjustment it was decided to use the high school building as follows: the gymnasium housed the appliance exhibits, floral displays and vegetable exhibits; the farm shop received the poultry exhibits; classrooms were used for other commercial exhibits and educational exhibits; and the study hall went feminine with culinary products, needlework, and handicrafts. Using snow fence borrowed from the State Highway Department, the community recreation field was transformed into midway, livestock pens, farm machinery display areas, horse show arena, and athletic field. A temporary water line was run to the livestock section and all areas in need of electricity were wired. Floor plans of the high school and a layout sketch of the recreation field proved to be indispensable aids in allocating space, and an invaluable tool for coordinating the work of the several committees.

The committee on commercial exhibits contacted all of the business establishments in the area and offered both inside and outside standardized 5' x 7' spaces for rent. This phase of the show might well be called "Operation Bread and Butter" since more than enough income was realized from renting commercial exhibit space to meet the prize money tabulation of \$500.

Local, state and federal agencies

were contacted by the educational exhibits committee and offered free exhibit space. This committee also set up the several livestock and vegetable classes. The response of service organizations and individuals alike was gratifying. The educational exhibits comprised the backbone of the fair.

The concession committee contacted high school organizations, local mens clubs, and neighboring F.F.A. chapters and invited them to participate. All concessions were let out on the basis that 25 per cent of the net proceeds were to be turned over to the Bradford F.F.A. The committee selected the games of skill and types of refreshments to be served and arranged for the purchase of prizes, and game equipment. A total of twenty concessions were operated. A ferris wheel and merry-go-round were arranged for with a private amusement company on the basis of 25 per cent of the proceeds after the first \$100 from each.

The committee for judges asked teachers of agriculture, extension service personnel, and prominent citizens to act as judges of cattle, other livestock, poultry, farm products, vegetables, horse show, saddle horses, parade, etc. The judges were unanimously glad to donate their services.

The advertising and publicity committee carried out an extensive program. First the wholehearted support of the local editor was secured. With this as a foundation, front page coverage was secured well in advance of the exposition. Three thousand premium lists of the usual variety were circulated in the mails and undoubtedly accounted for a large percentage of the 500 entries placed in competition. Three hundred advertising posters were placed in Bradford and surrounding communities.

The effectiveness of this extensive publicity program was confirmed by the sales of 3,500 paid admissions during the two-day event compared with Bradford's population of 1,507. In addition 3,500 souvenir programs, financed through the sale of advertisements, were given out with admissions.

The program committee came out of their huddle with the following events which were run off as scheduled.

FRIDAY, SEPTEMBER 24

Parade	11:00 A.M.
Cattle Judging	2:30 P.M.
Baseball Game (Separate Admission)	2:30 P.M.
Movies (Continuous)	2:00-9:00 P.M.
Midway Operating	2:00-11:00 P.M.

SATURDAY, SEPTEMBER 25

Sporting Events and Contests	9:00-11:00 A.M.
Farm Forum with Extension Service Leaders	11:00 A.M.-2:00 P.M.
Horse Show and Pulling Contests	2:00 P.M.
Midway Operating	10:00 A.M.-9:00 P.M.
Street Dance	9:00 A.M.-12:00 P.M.

Operating Procedure

During the school fair F.F.A. members performed the following allotted tasks: entered exhibits; sold tickets; parked cars; maintained grounds and facilities; handled horse show; acted as messengers; and worked in the office.

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Dairy cattle exhibit at fair sponsored by Bradford, Vermont, F.F.A. chapter.

Studies and Investigations

E. B. KNIGHT

Farm mechanics in ranching*

BENJAMIN J. NOVAK, Supervisor of Graduate Research in Vocational Education, Colorado A. & M. College and JOHN W. MAURICE, Teacher, Pasco, Washington

THE course in vocational agriculture at the Gunnison County High School in Colorado consists in the main of activities in livestock production. This is inevitable, inasmuch as the geography and climate in this area have caused ranching to be the chief local enterprise.

Source of Data

In order to insure that the school instruction be practical and sensitive to local needs, a survey was undertaken of a sampling of the ranches in Gunnison County. Twenty-one ranchers owning or operating ranches, and who had children in the school's full time course presently, potentially, or graduated, were interviewed during 1945, 1946, and 1947. The sampling of ranchers, all of whom were experienced and relatively successful, represented 30 per cent of the ranches in the area served by the school.

In addition to data pertaining to farm mechanics enterprises, other information was obtained on the physical characteristics of the ranch, livestock and crop production enterprises, and suggestions for units of instruction in ranching.

In the area of farm mechanics the ranchers were questioned on the activities which they performed, and whether they thought the activities to be of great, little, or no importance. They were asked also to give the reason for not performing given farm mechanics activities. The reason could be selected from the following: (1) Lack knowledge, (2) Hire or buy; (3) Lack equipment, (4) No occasion; and (5) Time consuming. The ranchers finally were asked to name the units in farm mechanics for which instruction should be given in the school.

Mechanical Activities of Ranchers

All twenty-one of the ranchers performed the following: (1) Making rough wood appliances; (2) Building with lumber; (3) Simple forging; (4) Soldering; (5) Tool grinding; (6) Care and use of hand working tools; and (7) Overhauling farm implements. The ranchers were almost unanimous also in stating that they considered these seven activities to be of great importance.

More than half of the ranchers (11 or more of the 21) performed the following: (1) Rope splices, knots; (2) Make rope halter; (3) Free hand sketching; (4) Read working drawings;

(5) Irrigation construction work; (6) Harness work; (7) Glazing; (8) Draining land; (9) Clearing land; (10) Operation, care and repair of pumps; (11) Saw filing; (12) Performing rough concrete work; and (13) Painting farm buildings. It was curious to note that, although 16 of the 21 ranchers did harness work, only five considered it to be important. In a similar way, very little importance was attached to clearing of land and pump care. The growing use of tractors and other modern equipment may have a bearing upon the low estimate placed upon the importance of harness repair and pump care. Why only one rancher of the entire group of 21 attached importance to the clearing of land is difficult to explain.

Comparatively few of the ranchers did welding, overhaul of farm motors, or disposal of farm sewage. They voted very heavily, however, in placing them in a position of great importance. More than half of the ranchers were prevented from doing their own electric and acetylene welding by lack of equipment, and to a lesser degree by lack of knowledge. Twelve of the ranchers interviewed preferred to replace worn-out motors by factory reconditioned units, rather than to undertake overhaul. The revelation that eleven ranchers lacked knowledge in farm sewage disposal argues for its inclusion in the course of study.

Areas Recommended By Ranches

When the ranchers were asked to indicate the important units which should be included in the course of study, the following were selected. Ranked in order of votes by the ranchers they are:

1. Machinery repair and maintenance	20
2. Trouble shooting	19
3. Tractor and motor maintenance	19
4. Farm building construction	18
5. Water supply	12
6. Sewage disposal	10
7. Farm plumbing	9

Proposed Farm Mechanics Course

From a consideration of the survey results, the farm mechanics instruction in the Gunnison County High School should include the following major enterprises and units:

A. Farm Shop Work

1. Wood work and farm carpentry (including use and care of tools, sketching, and blue-print reading, and making wood-working and carpentry products)

2. Painting and glazing
3. Rope work (including splicing, making knots and hitches, and making rope halter)
4. Sheet metal work and soldering
5. Forge work
6. Welding (electric welding, and welding and cutting by oxy-acetylene process)

B. Farm Power and Machinery

1. Farm motors (including tractor and motor maintenance, trouble shooting, and overhauling motors)
2. Trucks and tractors (maintenance and trouble shooting)
3. Farm machinery (use and maintenance, repair and overhaul)

C. Farm Buildings and Conveniences

1. Concrete work (rough)
2. Farm buildings (construction and repair)
3. Farm home conveniences (including establishing water supply, sewage disposal, installation and repair of plumbing fixtures, and heating)

D. Rural Electrification (wiring and maintenance)

E. Soil and Water Management (drainage of land)

Susquehanna County veterans

(Continued from Page 179)

silage or 20 to 25 pounds of grass silage daily, and feed enough fitting ration to keep heifers in a good growing condition, 2 to 4 pounds.

At fifteen months animals should be large enough to breed

Holstein and Brown Swiss 750 pounds

Ayrshire 650 pounds

Jersey 500 pounds

Guernsey 550 pounds

Another important consideration for a young dairyman is the problem of Bangs disease. In most of the herds the practice of vaccinating the young stock raised seems to be the best answer. When the study of farm practices was made we found that only 10 men were using calfhood vaccination as a means of controlling this dreaded disease. At the present time there are 190 men or 65 per cent of those in training using calfhood vaccination.

Several veterans who were following this calf feeding and raising schedule were encouraged to show calves at the County Fair. The fact that ten animals under 2 years of age were selected as first in their class is certainly a good recommendation for the calf raising program. By continuing to follow the principals taught in the calf raising program; of getting well-bred calves to raise through the use of a superior sire, of raising the calves properly by the use of proper methods, and by insuring themselves against losses by good management and vaccination, there is no doubt but the veteran can increase his labor income by several hundred dollars each year.

*Based upon the master's report, "A Course of Study in Vocational Agriculture for the Gunnison County High School," by John W. Maurice, Colorado A. & M. College, 1948.

Content of curricula for teachers of vocational agriculture in separate land-grant colleges¹

ARCADIO G. MATELA, Philippine Bureau of Public Schools, Manila, Philippines



A. G. Matela

AMONG the various factors conditioning the efficiency of the program of vocational agriculture, the role of teachers is acknowledged to be basic. The program may include all the essentials to prepare the individuals for entrance into farming and improvement in farming, but no matter how well the program is organized, it cannot be effective without the intelligent guidance of properly prepared teachers.

Objectives

An attempt was made in this investigation to determine the college preparation of teachers by examining the credits required in subject-matter areas included in the curricula for teachers of vocational agriculture. The specific objectives of the investigation were as follows:

1. To determine the relative importance of technical agriculture, science, professional education, humanities, other required content, and electives.
2. To determine the relative importance of subject-matter areas in technical agriculture such as agricultural engineering, agronomy, animal husbandry, farm management, horticulture, and other agriculture.
3. To determine the relative importance of subject-matter areas in science such as biological, physical, social, and mathematics.
4. To determine the relative importance of subject-matter areas in professional education such as general education, agricultural education, and psychology.
5. To determine the relative importance of subject-matter areas in humanities such as English, history, government, and other humanities.

The relative importance was determined only on a basis of percentage of credits required in the different areas of the curricula.

An attempt was also made to analyze the content of curricula for teachers of vocational agriculture with regard to the following characteristics of the institutions: (1) geographic region, (2) density of population, (3) percentage of farm population, (4) total resident enrollment, (5) percentage of enrollment in agriculture, (6) percentage of resident teaching faculty, and (7) per student expenditures.

Method of Procedure

Institutional catalogues for 1947-1948 of 22 separate Land-Grant colleges for

¹An abstract of a thesis (M.S.) submitted to the Graduate Faculty of Iowa State College in June, 1948.

the Whites in the United States were the major sources of data in this investigation. Additional information which could not be found in catalogues of some colleges was obtained from the heads of the agricultural education departments of the colleges concerned. The investigation was limited to the undergraduate curricula in agricultural education which prospective teachers were required to follow during the school year 1947-1948.

Technical agriculture, science, professional education, humanities, other required content, and electives were the major areas used in the classification of the content of curricula for teachers of vocational agriculture. Each of these major areas, except the last two was subdivided into its own subject-matter areas. For purposes of this study the following classifications have been made:

1. *Technical agriculture.* Technical agriculture included courses in agricultural engineering, agronomy, animal husbandry, farm management, horticulture, and other agriculture.

Agricultural engineering included courses in shop work, power and machinery, building and conveniences, drainage and irrigation, and rural electrification. Farm crops and soils were classified under agronomy. Animal husbandry courses were those involving all phases of animal production and products. This classification included courses dealing with animal diseases and hygiene. Courses in agricultural policies, management, records and accounts, organization, and marketing were classified under farm management. However, courses in agricultural economics which involved the basic principles of economics were not included under farm management, but classified under social science. The study of horticulture included flowers, fruits, vegetables, and landscaping. Other agriculture included courses in applied science which dealt with the problems of agriculture, but, which could not be logically classified in agricultural engineering, agronomy, animal husbandry, farm management and horticulture. The classification, other agriculture, included entomology, pathology, and agricultural applications of plant science. Forestry, agricultural survey, and introduction to agriculture, which could not be classified under any of the major areas, were also included under the same classification.

2. *Science.* Science included courses in biological, physical, and social sciences, and in mathematics.

Biological science included botany, zoology, and other biological science which were considered pure science, otherwise they would have been classified under technical agriculture. General bacteriology, genetics, physiology, anatomy, or biology were included in other biological science. Chemistry, physics, and other physical science were classified under physical science. Other

physical science included geology and geography. Mathematics consisted of college algebra, plane trigonometry, agricultural mathematics, and other mathematics. Algebra and trigonometry, and introductory statistics were included in other mathematics. Social science included general economics, basic principles in agricultural economics, general sociology, rural sociology, and other social science.

3. *Professional education.* This classification included courses in general education, agricultural education, and psychology.

Education courses other than agricultural education and psychology were classified under general education. Agricultural education consisted of special methods, and supervised teaching and observation. Psychology included both general and educational psychology.

4. *Humanities.* Courses in humanities included English, government, history, and other humanities.

English was further subdivided into composition and literature, journalism, and speech. Other humanities included art and music appreciation.

5. *Other required content.* This classification included courses in military science and tactics, physical education and other courses which could not be logically classified elsewhere. Orientation and freshman lectures were included in this classification.

6. *Electives.* Electives included free electives. Prescribed electives were classified under the major areas to which they properly belonged.

Credit hours for each subject were listed under each major and subject-matter areas. In order to provide a means of making comparable all forms of college credits, either quarter or semester hours, the credit hours were converted into percentages. In other words the semester hours' credit were not converted into quarter hours' credit and vice versa.

Findings Summarized

1. Of the 22 separate Land-Grant colleges studied, 3 colleges were located in the North Atlantic Region, 6 in the North Central Region, 7 in the Southern Region, and 6 in the Pacific Region. In 1940, the density of population of the states where those colleges were located varied from 4 to 674 persons per square mile and averaged 97.1 persons. The percentage of farm population in the different states during the same year ranged from 2.0 to 56.0 per cent and averaged 30.5 per cent. The total resident enrollment in the colleges during the 1940-1941 school year varied from 880 to 7,521 students and averaged 3,843.1 students. The percentage of enrollment in agriculture in the colleges during the same year varied from 9.0 to 33.0 per cent and averaged 18.0 per cent. The percentage of resident teaching faculty ranged from 20.0 to 79.0

per cent and averaged 50.0 per cent. The expenditures of the colleges per student during the 1940-1941 school year varied from \$345.00 to \$1,048.00 and average \$650.90. Eleven of the 22 colleges were on the quarter system and the 11 other colleges were on the semester system.

2. The distribution of the average relative importance of the different major areas of the curricula for the preparation of teachers of vocational agriculture was as follows: technical agriculture 38.0 per cent, science 23.6 per cent, professional education 14.4 per cent, the humanities 9.0 per cent, other required content 5.9 per cent, and electives 9.1 per cent (See Table 1). This distribution, especially in technical agriculture and science, varied according to the various characteristics of the colleges. For example, technical agriculture was required to the extent of 44.2 per cent in the group of colleges with medium percentage of enrollment in agriculture, whereas the average for this subject-matter area for all groups was 38.0 per cent. Science was required to the extent of 29.2 per cent in the North Atlantic Region.

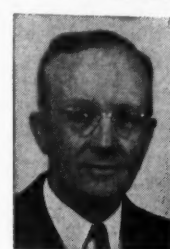
3. The distribution of the average relative importance of subject-matter areas in technical agriculture was as follows: agricultural engineering 18.6 per cent, agronomy 20.7 per cent, animal husbandry 30.8 per cent, farm management 11.2 per cent, horticulture 9.8 per cent, and other agriculture 8.9 per cent. In some subject-matter areas requirements were higher in certain groups than the average for all groups. Agricultural engineering was required to the extent of 22.4 per cent in the group of colleges in states with low density of population. The North Atlantic Region required the greatest emphasis on agronomy (25.0 per cent), animal husbandry (36.0 per cent), and horticulture (15.9 per cent).

4. The distribution of the average relative importance of subject-matter areas in science was as follows: physical science 39.9 per cent, biological science 36.2 per cent, social science 17.0 per cent, and mathematics 6.9 per cent. This distribution also varied according to the various characteristics of the colleges. Physical science was required to the extent of 45.4 per cent in the Pacific

BOOK REVIEWS

FARM ENTERPRISE MECHANICS,

revised edition under the direction of Melvin Henderson, assisted by Herbert J. Rucker and



A. P. Davidson

W. Harold Witt, pp. 408, illustrated, published by J. B. Lippincott Company, list price, \$3.00. The mechanical jobs of each farm enterprise are assembled in individual chapters. The revision retains the valuable features of the earlier book and

presents a number of new up-to-date jobs and skills. Approximately 100 new photographs and drawings; 20 new job outlines; new text material on new farm equipment, gasoline engines, tractors, power sprayers, and new charts and tables and a revised list of references constitute the important changes affected through the revision of the text.

A. P. Davidson, Kansas State College

* * *

SUCCESSFUL FARMING, by Paul W. Chapman, pp. 368, illustrated, published by Turner E. Smith and Company, Atlanta 3, Georgia, list price \$2.96. A non technical book about agriculture addressed to young farmers and others interested in agriculture. All applications of subject matter are made in terms of the south. Fundamentals of farming and farm life are stressed, together with the personal qualifications that make for success in farming. APD.

Region; biological science, 39.0 per cent in the group of colleges with high percentage of enrollment in agriculture; social science, 22.9 per cent in the North Central Region; and mathematics, 12.5 per cent in the group of colleges with low percentage of resident teaching faculty.

5. The distribution of the average relative importance of subject-matter areas in professional education was as follows: general education 19.9 per cent, agricultural education 58.1 per cent, and psychology 22.0 per cent (See Table 2). The colleges in the North Central Region required the greatest emphasis on general education to the extent of 26.5 per cent. The emphasis on agricultural education, which was 69.9 per cent, was greatest in the group of colleges with low percentage of resident faculty.

6. The distribution of the average relative importance of subject-matter areas in the humanities was as follows: English 85.2 per cent, government 6.4 per cent, history 7.2 per cent, and other humanities 1.2 per cent. English was required to the extent of 95.2 per cent in the group of colleges in states with low density of population; government, 13.3 per cent in the group with high expenditures per student; and history, 13.6 per cent in the groups of colleges with low percentage of farm population and with low percentage of enrollment in agriculture.

TABLE 1. MAJOR AREAS IN SEPARATE LAND-GRANT COLLEGES (percentage)

STATE—	Technical Agriculture	Science	Professional Education	Humanities	Other Required Content	Electives
Alabama.....	45.0	14.2	16.6	10.0	5.7	8.5
Colorado.....	41.0	20.5	13.1	5.3	4.9	15.2
Indiana.....	26.4	30.9	14.8	5.8	8.8	13.3
Iowa.....	41.4	20.2	15.2	9.1	3.0	11.1
Kansas.....	53.7	14.2	15.7	8.2	3.7	4.5
Massachusetts.....	45.2	15.8	12.3	10.3	8.2	8.2
Michigan.....	42.6	22.1	14.7	8.8	11.8	
Mississippi.....	38.4	19.8	17.8	6.2	4.1	13.7
Montana.....	47.1	24.3	15.5	8.7	4.4	
New Mexico.....	48.3	20.0	12.4	8.3	6.9	4.1
North Carolina.....	26.1	28.3	15.2	11.7	7.8	10.9
North Dakota.....	33.2	24.9	14.6	4.4	3.4	19.5
Oklahoma.....	49.2	17.7	13.8	6.2	3.1	10.0
Oregon.....	38.3	15.7	11.9	8.9	8.9	16.3
Pennsylvania.....	30.0	27.9	16.4	10.0	7.1	8.6
Rhode Island.....	10.4	43.8	10.4	8.3	8.3	18.8
South Carolina.....	37.3	31.3	12.7	14.7	4.0	
South Dakota.....	40.3	26.5	14.2	8.5	6.2	4.3
Texas.....	28.8	27.6	9.0	13.5	3.2	17.9
Utah.....	41.8	29.6	15.3	8.7	4.6	
Virginia.....	42.6	22.7	15.3	9.7	4.2	5.5
Washington.....	31.9	20.3	20.3	12.3	6.5	8.7
Average.....	38.0	23.6	14.4	9.0	5.9	9.1

TABLE 2. PROFESSIONAL EDUCATION IN SEPARATE LAND-GRANT COLLEGES (percentage)

STATE—	AGRICULTURAL EDUCATION			PSYCHOLOGY		
	General Education	Special Methods	Supervised Teaching and Observation	General Psychology	Educational Psychology	Total
Alabama.....	42.8	14.3	28.6		14.3	14.3
Colorado.....	18.7	34.4	37.5		9.4	9.4
Indiana.....	34.8	17.4	21.7	13.0	13.1	26.1
Iowa.....	30.0	23.3	16.7	10.0	20.0	30.0
Kansas.....	14.3	42.8	14.3	57.1	14.3	28.6
Massachusetts.....	16.7	33.3	33.3	66.6	16.7	16.7
Michigan.....	20.0	30.0	26.7	56.7	13.3	23.3
Mississippi.....	23.1	7.7	46.2	53.9	11.5	23.0
Montana.....	9.3	43.8	28.1	71.9	9.4	18.8
New Mexico.....	16.7	16.7	33.3	50.0	16.7	33.3
North Carolina.....	17.2	37.1	28.6	65.7	17.1	17.1
North Dakota.....	20.0	50.0	20.0	70.0	10.0	10.0
Oklahoma.....		33.4	33.3	66.7	33.3	33.3
Oregon.....	12.5	25.0	25.0	50.0	12.5	37.5
Pennsylvania.....		26.1	34.8	60.9	13.0	26.1
Rhode Island.....	40.0	20.0	20.0	40.0	20.0	20.0
South Carolina.....		52.6	31.6	84.2	15.8	15.8
South Dakota.....	40.0	23.3	16.7	40.0	10.0	20.0
Texas.....		85.7	14.3	100.0		
Utah.....	40.0	16.7	26.6	43.3	16.7	16.7
Virginia.....	9.0	36.4	36.4	72.8	18.2	18.2
Washington.....	32.1	21.4	14.3	35.7	14.3	32.3
Average.....	19.9	31.4	26.7	58.1	7.6	14.4

Program for improving beef cattle

E. W. GARRIS, Teacher Education, University of Florida



E. W. Garriss

THE FLORIDA Association, F.F.A., launched a program on November 2 and 3, 1948, which is designed to greatly improve the grade of beef cattle. It was made possible through the generosity of the Sears Roebuck Foundation. They purchased forty

registered bulls for the state association to assign to local chapters, thirty of these being Herefords and ten Brahman.

The animals were carefully selected by Dr. Colin English, State Superintendent of Education; H. E. Wood, State Supervisor of Agriculture Education; L. H. Lewis, Livestock Specialist, State Department of Agriculture; and W. C. Greenway, Sears Roebuck Public Relations Department. The Hereford bulls were purchased from a breeder in Texas and the Brahman bulls from the Norris Cattle Ranch, Ocala, Florida.

Chapters desiring one of the bulls had to make a formal application. The application indicated preference of breed, proof of community interest and backing, and specific provisions for taking the proper care of the animal. A summary of the applications indicates that approximately 50 per cent of the chapters plan to keep the bulls on their farms, and 50 per cent plan to have a local member keep it on his farm for the chapter.

The ownership of the bulls will remain in the name of the State Association. Each chapter will keep the animal by signed agreement. In the agreement the chapter promises to follow standard feeding practices, keep the animal on good pastures, use the bull for breeding only when he reaches the proper age, and to give him the proper care. Provisions will be made for chapters to exchange bulls when there is danger of inbreeding.

At the proper age, the bulls will be available for service, first to F.F.A. members and veterans, and second to other farmers in the community.

Chapters Receiving Bulls

Chapter receiving the Hereford bulls were: Alachua, Alachua (N.F.A.), Anthony, Aucilla, Baker, Branford, DeLand, Ft. Pierce, Gonzales, Greensboro, Greenville, Jennings, Lake City, Live Oak, Madison, Marianna (N.F.A.), Monticello (N.F.A.), Ocala, Paxton, Plant City, Poplar Springs, Quincy, Quincy (N.F.A.), Reddick, Tallahassee (N.F.A.), Tavares, Turkey Creek, Vernon, Vero Beach, and Walnut Hill.

Chapters receiving Brahman bulls were: Apopka, Callahan, Chipley, Crystal River, Hastings, Kathleen, Miami-Edison, Plant City, Stuart, and Tallahassee.

Florida has made progress for the past twenty-five years in the grade of beef cattle. This project should aid in



Emmett Clark prepares to transport Hereford bull allotted to the chapter at Greensboro.

making faster progress. The project should also teach the boys the pride of ownership of desirable animals, how to show animals, and practice in the care and management of a herd bull.

To further create interest in the project, Sears Roebuck Foundation has offered prizes at the South Florida Fair in 1950 at Tampa for the best animals. Each chapter has agreed to show the animal at that time.

Oklahoma association

(Continued from Page 173)

just a natural. The finest manners of any men I meet come with the boys from Oklahoma; they just kinda show us all how to be expert showmen and gentlemen, all in the same package. If the state of Oklahoma has a Chamber of Commerce or some other similar organization and wants to recognize a group that leaves a fine impression and is an honor to the state, I'd like to suggest all of that F.F.A. group and their instructors that come with the boys to the National Barrow Show. They just don't come any nicer.

P. J. Holand, director of the National Barrow Show, said:

I want to congratulate the Oklahoma F.F.A. boys not only in their respective chapters, but in the whole state of Oklahoma. I think that these boys are to be complimented along with their instructors, and the state board of vocational education, for their strong program. They set the example for other states to follow, and we can be thankful for the fine program of supervised farming that these boys are carrying on in the state of Oklahoma.

Mr. Carl McIntyre, a hog breeder of Sidney, Iowa, said:

Every time I looked around there was an Oklahoma F.F.A. boy with his hog well up in the class.

We of the Oklahoma State Vocational Agriculture Teachers' Association are proud of our young state and appreciate the publicity received in past years, most of which has been about Indians, cowboys and bandits; but we also feel that the Oklahoma Future Farmers are taking their place in agriculture and are fast becoming known as breeders and producers of quality livestock and its parallel, high quality young farmers.

On-farm training in Holmes County

(Continued from Page 178)

secure their feed through farmers co-operative agencies. This not only assures them of getting fresh, high quality feed but also enables them to decrease the cost of production.

By securing high quality chicks and the following of good management and feeding practices veterans are seeing that chickens have a definite place in their farming programs.

Instruction in Farm Mechanics

The importance of farm shop instruction in Holmes County is explicit in the Veterans On-Farm Training Program. Realizing the indomitable results obtained from practical application of the farm shop facilities and its profitability to veterans and local farmers, the teachers of vocational agriculture have emphasized shop work in order to obtain maximum efficiency from the academic training offered by this program. The instructional time allocated to farm shop training has varied; for presently approximately fifty per cent of the total instructional time is used for farm shop instruction and application.

In order to achieve complete utilization of shop facilities, it has been correlated with classroom instruction and arranged so as to provide adequate training in farm electrification, painting, farm equipment repairs, and concrete construction. Since the beginning of the program 65 farm buildings have been constructed and 616 articles of farm equipment such as trailers and feeders have been built.

After surveying the veteran's farmstead and learning the farming conditions and problems existing on the farm relative to shop work, an individual shop calendar was devised to accommodate the veteran's particular needs in connection with his productive enterprises. As a result of this planning, the farm-veterans are at the present time receiving a balance of farm enterprise and shop-connected instruction. In an effort to provide additional training for the veterans, a list of shop skills has been prepared, and each veteran will endeavor to acquire as many of the various skills as possible.

A complete list of safety precautions and regulations for safe operation of farm shop equipment is posted and adhered to in each agriculture department in the county.

Maryland teacher

(Continued from Page 175)

their community would not have achieved the enviable reputation it now holds. Highland is proud of its school, its church, its grange; also its beautifully landscaped homes, its productive farms, and its community spirit. These things are a monument to the years Mr. Baity has given Highland, and yet his greatest monument lies in the hearts of hundreds of students and friends who have learned to love and respect him. He has truly made it possible for Highland community to see "the dawn of a new day."

OFFICE OF EDUCATION, WASHINGTON, D. C.

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d—directors ad—assistant to director
s—supervisors as—assistant supervisors rs—regional supervisors
ds—district supervisors ts—teacher trainers it—itinerant teacher trainers
rt—research workers Nt—Negro teacher trainers
ams—subject matter specialists

Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

ALABAMA

d—R. E. Cammack, Montgomery
s—J. C. Cannon, Montgomery
as—L. L. Sellers, Auburn
as—H. F. Gibson, Auburn
as—T. L. Faulkner, Auburn
rs—H. R. Culver, Auburn
as—B. P. Dilworth, Auburn
as—H. W. Green, Auburn
as—J. L. Dailey, Montgomery
t—S. L. Chesnut, Auburn
t—R. W. Montgomery, Auburn
t—D. N. Bottoms, Auburn
t—W. A. Broyles, Auburn
ams—E. L. McGrew, Auburn
Nt—Arthur Ford, Tuskegee Institute
Nt—F. T. McQueen, Tuskegee Institute
Nt—E. L. Donald, Tuskegee Institute

ARIZONA

d—J. R. Cullison, Phoenix
t—R. W. Chino, Tucson
t—W. A. Schafer, Tucson

ARKANSAS

d—J. M. Adams, Little Rock
s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. A. Niven, Russellville
ds—V. H. Wohlford, State College
t—Roy W. Roberts, Fayetteville
t—LaVian Shopta, Fayetteville
Nt—L. R. Gaines, Pine Bluff

CALIFORNIA

d—Julian A. McPhee, Sacramento
ad—Wesley P. Smith, Sacramento
s—B. J. McMahon, San Luis Obispo
rs—B. H. Everett, San Jose
rs—B. R. Denigh, Los Angeles
rs—Howard F. Chappell, Sacramento
rs—A. G. Rinn, Fresno
rs—H. H. Burlingham, Chico
rs—J. C. Gibson, Los Angeles
t—S. S. Sutherland, Davis
ams—Geo. P. Couper, San Luis Obispo
ams—J. I. Thompson, San Luis Obispo

COLORADO

d—E. C. Constock, Denver
s—A. R. Hunter, Denver
t—R. W. Canada, Ft. Collins
t—E. J. F. Early, Ft. Collins
ds—Emmett O'Brien, Hartford
s—R. L. Hahn, Hartford
t—W. Howard Martin, Storrs

CONNECTICUT

d—Emmett O'Brien, Hartford
s—R. L. Hahn, Hartford
t—W. Howard Martin, Storrs

DELAWARE

d—R. W. Heim, Newark
s—W. L. Mowlds, Dover
t—Paul M. Hodgson

FLORIDA

d—John English, Tallahassee
t—Harry Wood, Tallahassee
t—E. W. Garra, Gainesville
t—W. T. Lofton, Gainesville
ds—J. G. Smith, Gainesville
ds—F. L. Northrop, Gainesville
ds—T. L. Harrineau, Jr., Tallahassee
Nt—L. A. Marshall, Tallahassee
Nt—G. W. Conolly, Tallahassee

GEORGIA

d—M. D. Mobley, Atlanta
s—T. G. Walters, Atlanta
ds—George I. Martin, Tifton
ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
t—John T. Wheeler, Athens
t—R. H. Tolbert, Athens
t—G. L. O'Kelley, Athens
t—A. O. Duncan, Athens
t—T. D. Brown, Athens
Nt—Alva Tabor, Fort Valley
Nt—S. P. Fugate, Fort Valley

HAWAII

d—W. W. Beers, Honolulu, T. H.
s—W. H. Coulter, Honolulu, T. H.
as—Riley Ewing, Honolulu, T. H.
as—Takumi Kono, Hilo, Hawaii, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO

d—William Kerr, Boise
s—Stanley S. Richardson, Boise
ad—Ed. Lovell, Pocatello
t—H. A. Winner, Moscow
t—Dwight L. Kindschy, Moscow

ILLINOIS

d—Ernest J. Simon, Springfield
s—J. E. Hill, Springfield

as—J. B. Adams, Springfield
as—A. J. Andrews, Springfield
as—H. M. Strubinger, Springfield
as—P. W. Proctor, Springfield
as—H. R. Damisch, Springfield
t—H. M. Hamlin, Urbana
t—G. P. Deyoe, Urbana
t—J. N. Weiss, Urbana
t—L. J. Phlips, Urbana
ams—Melvin Henderson, Urbana
ams—H. J. Rucker, Urbana
ams—Harold Witt, Urbana

INDIANA

d—Ben H. Watt, Indianapolis
s—H. B. Taylor, Indianapolis
t—B. C. Lawson, Lafayette
rt—S. S. Cromer, Lafayette
it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—E. E. Clavin, Lafayette
it—I. G. Morrison, Lafayette

IOWA

d—L. H. Wood, Des Moines
s—H. T. Hall, Des Moines
as—M. Z. Hendren, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starck, Ames
t—T. E. Sexauer, Ames

KANSAS

d—C. M. Miller, Topeka
s—L. B. Pollock, Topeka
t—A. P. Davidson, Manhattan
t—L. F. Hall, Manhattan

KENTUCKY

d—Watson Armstrong, Frankfort
s—E. P. Hilton, Frankfort
as—B. G. Moore, Frankfort
as—S. S. Wilson, Frankfort
t—Carrie Hammonds, Lexington
it—W. R. Tabb, Lexington
it—Stanley W. Lexington
Nt—P. J. Manly, Frankfort

LOUISIANA

d—John E. Cox, Baton Rouge
as—J. J. Arceneaux, Baton Rouge
as—I. N. Carpenter, Baton Rouge
as—J. J. Stovall, Baton Rouge
t—Roy L. Davenport, Baton Rouge
t—J. C. Floyd, Baton Rouge
t—M. C. Garr, Baton Rouge
ams—Harry Braud, Baton Rouge
t—A. Larriviere, Lafayette
t—A. A. LeBlanc, Lafayette
Nt—M. J. Clark, Scottlandville
Nt—D. B. Matthews, Scottlandville

MAINE

ds—John A. Snell, Augusta
t—Wallace H. Elliott, Orono

MARYLAND

d—John J. Seidel, Baltimore
s—Harry M. MacDonald, Baltimore
t—Arthur M. Ahalt, College Park
Nt—J. A. Oliver, Princess Anne

MASSACHUSETTS

d—M. Norcross Stratton, Boston
s—John G. Glavin, Boston
t—Jesse A. Taft, Amherst
t—Charles F. Oliver, Amherst

MICHIGAN

d—Ralph C. Wenrich, Lansing
s—Harry E. Nesman, Lansing
s—Luke H. Kelley, Lansing
t—Raymond M. Clark, Lansing
s—John W. Hall, Lansing
t—H. M. Byram, East Lansing
t—G. C. Cook, East Lansing
t—Paul Sweeney, East Lansing
t—Guy Timmons, East Lansing

MINNESOTA

d—Harry C. Schmidt, St. Paul
s—Ray Cochran, St. Paul
t—A. M. Field, St. Paul
t—M. J. Peterson, St. Paul

MISSOURI

d—Tracy Dale, Jefferson City
s—C. M. Humphrey, Jefferson City
ds—J. A. Bailey, Jefferson City
ds—Joe Moore, Mt. Vernon
t—G. F. Ekstrom, Columbia
t—C. V. Roderick, Columbia
ams—Joe Duck, Columbia

MISSISSIPPI

d—H. E. Mauldin, Jr., Jackson
s—A. P. Fatherree, Jackson
as—R. H. Finckley, Jackson
ds—E. E. Gross, Hattiesburg
ds—E. E. Holmes, Oxford
ds—V. P. Winstead, State College
t—V. G. Martin, State College
t—N. E. Wilson, State College
t—J. F. Scoggin, State College
t—O. L. Snowden, State College
ams—D. W. Skelton, State College
ams—A. E. Strain, State College
Nt—A. D. Fobbs, Alcorn

MONTANA

d—Ralph Kenck, Bozeman
s—A. W. Johnson, Bozeman
as—Arthur B. Ward, Bozeman
t—R. H. Palmer, Bozeman
t—H. E. Rodeberg, Bozeman

NEBRASKA

d—G. F. Liebendorfer, Lincoln
s—L. D. Clements, Lincoln
as—H. W. Deems, Lincoln
t—C. E. Rhoad, Lincoln
t—C. C. Minter, Lincoln

NEVADA

d—Donald C. Cameron, Carson City
s—John W. Bunton, Carson City

NEW HAMPSHIRE

d—Walter M. May, Concord
s—Earl H. Little, Concord

NEW JERSEY

d—John A. McCarthy, Trenton
s—H. O. Sampson, New Brunswick
as—O. E. Kiser, New Brunswick
as—W. H. Evans, New Brunswick

NEW MEXICO

s—L. C. Dalton, State College
as—Alan Staley, State College
t—Carl G. Howard, State College

NEW YORK

d—Oakley Furney, Albany
d—A. K. Getman, Albany
s—R. C. S. Sutcliffe, Albany (acting)
s—W. J. Weaver, Albany
as—J. W. Hatch, Buffalo
t—Roy A. Olney, Ithaca
t—R. R. Hoskins, Ithaca
t—W. A. Smith, Ithaca
t—W. R. Kunis, Ithaca

NORTH CAROLINA

d—J. W. Smith, Raleigh
s—Roy H. Thomas, Raleigh
as—H. J. Peeler, Raleigh
ds—E. N. Meekins, Raleigh
ds—J. M. Osteen, Rockingham
ds—T. H. Stafford, Asheville
ds—T. B. Elliott, Woodland
ds—N. B. Chesnut, Whiteville
t—Leon E. Cook, Raleigh
t—L. O. Armstrong, Raleigh
t—J. K. Coggins, Raleigh
t—F. A. Nylund, Raleigh
Nt—S. E. Simmons, Greensboro
Nt—C. E. Dean, Greensboro
Nt—W. T. Johnson, Greensboro

NORTH DAKOTA

d—A. F. Arason, Grand Forks
st—Ernest L. DeAlton, Fargo
as—Winston H. Dolve, Fargo
t—Shubel D. Owen, Fargo

OHIO

d—H. R. Strobel, Columbus
s—Ralph A. Howard, Columbus
ds—E. O. Bolender, Columbus
ds—W. G. Weiler, Columbus
ds—F. J. Ruble, Columbus
ds—D. R. Purkey, Columbus
t—Ralph E. Bender, Columbus
t—W. F. Stewart, Columbus
t—Harold G. Kenebrick, Columbus
t—A. C. Kennedy, Columbus
t—R. J. Woodin, Columbus
rt—Ray Fife, Columbus

OKLAHOMA

d—J. B. Perky, Stillwater
as—W. R. Felton, Stillwater
ds—Byrle Kilian, Stillwater
ds—Hugh D. Jones, Stillwater
ds—Cleo A. Collins, Stillwater
ds—Benton F. Thomason, Stillwater
FFA—Tom Daniel, Stillwater
t—C. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
it—Robert R. Price, Stillwater
it—Clifford E. Kinney, Stillwater
Nt—D. C. Jones, Langston

OREGON

d—O. I. Paulson, Salem
s—Ralph L. Morgan, Salem
as—M. C. Buchanan, Salem
t—H. H. Gibson, Corvallis

PENNSYLVANIA

d—Paul L. Cressman, Harrisburg
s—H. C. Fetterolf, Harrisburg
s—V. A. Martin, Harrisburg
t—Henry S. Brunner, State College
t—William F. Hall, State College
t—C. S. Anderson, State College
t—David R. McClay, State College
it—Glenn Z. Stevens, State College

PUERTO RICO

d—L. Garcia Hernandez, San Juan
s—Nicholas Mendes, San Juan (on leave)
s—Samuel Molinary, San Juan (acting)
as—Rafael Muller, San Juan
as—Frederico A. Rodriguez, San Juan
as—Juan Acosta Henriquez, San Juan
as—Frederico Carbonell, San Juan
ds—Juan Melendes, Cayey
ds—Gregorio Mendes, Arecibo
ds—Nicolas Hernandez, Aguadilla
t—Juan Robles, Mayaguez

RHODE ISLAND

d—George H. Baldwin, Providence
t—Everett L. Austin, Providence

SOUTH CAROLINA

d—Verd Peterson, Columbia
s—R. D. Anderson, Columbia
as—P. G. Chastain, Chester
as—W. E. Gore, Columbia
ds—W. M. Mahoney, Honea Path
ds—J. H. Yon, Loris
ds—W. R. Carter, Walterboro
t—B. H. Stribling, Clemson
t—J. B. Monroe, Clemson
t—T. E. Duncan, Clemson
t—F. E. Kirkley, Clemson
t—W. C. Bowen, Clemson
Nt—Gabe Buckman, Orangeburg
Nt—J. P. Burgess, Orangeburg

SOUTH DAKOTA

d—J. F. Hines, Pierre
s—H. E. Urtion, Pierre
t—Stanley Sundet, Brookings

TENNESSEE

d—G. E. Freeman, Nashville
ds—J. W. Brinn, Nashville
as—H. N. Parks, Gallatin
ds—L. A. Carpenter, Knoxville
ds—Ben Douglas, Jackson
ds—S. L. Sparks, Nashville
t—N. E. Fitzgerald, Knoxville
t—B. S. Wilson, Knoxville
rt—A. J. Paulus, Knoxville
rt—E. B. Knight, Knoxville
Nt—W. A. Flowers, Nashville

TEXAS

d—W. E. Lowry, Austin
s—Robert A. Manire, Austin
as—R. Lano Barron, Austin
as—George H. Hurt, Austin
ds—O. T. Ryan, Lubbock
ds—Vannoy Stewart, Commerce
ds—C. D. Parker, Kingsville
ds—A. B. Childers, Mart
ds—O. M. Holt, College Station
ds—W. E. Williams, Alpine
ds—J. B. Payne, Stephenville
ds—L. I. Samuel, Arlington
ds—J. A. Marshall, Naacogloches
ds—T. R. Rhodes, Huntsville
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—L. V. Halbrook, College Station
ams—W. A. Sherrill, College Station
t—J. L. Moses, Huntsville
t—Ray L. Chappelle, Lubbock
t—S. V. Burks, Kingsville
it—E. V. Walton, College Station
it—G. H. Morrison, Huntsville
t—F. B. Wines, Kingsville
it—L. M. Hargrave, Lubbock
it—Feral M. Robinson, Huntsville
ams—Kyle Leftwich, Huntsville
Nt—E. M. Norris, Prairie View
Nt—O. J. Thomas, Prairie View
Nt—E. E. Collins, Texarkana
Nt—S. E. Palmer, Tyler
Nt—Gus Jones, Caldwell
Nt—Wardell Thompson, Prairie View
Nt—Paul Rutledge, Palestine

UTAH

d—E. Allen Bateman, Salt Lake City
s—Mark Niebels, Salt Lake City
as—Elvin Downs, Salt Lake City
t—L. R. Humphrey, Logan

VERMONT

d—John E. Nelson, Montpelier
s—C. D. Watson, Burlington
t—James E. Woodbult, Burlington

VIRGINIA

d—Richard N. Anderson, Richmond
s—F. B. Cale, Richmond
as—R. E. Bass, Richmond
ds—W. R. Emmons, Boykins
ds—J. O. Hoge, Blacksburg
ds—W. R. Legge, Winchester
ds—J. C. Green, Powhatan
ds—W. C. Dudley, Appomattox
ds—J. A. Hardy, Blacksburg
t—H. W. Sanders, Blacksburg
t—C. E. Richard, Blacksburg
t—C. S. McLaren, Blacksburg
Nt—J. R. Thomas, Ettrick
Nt—A. J. Miller, Ettrick
Nt—M. A. Fields, Ettrick

WASHINGTON

d—H. G. Halstead, Olympia
s—Bert L. Brown, Olympia
as—M. C. Knox, Olympia
as—H. M. Olsen, Olympia
as—J. W. Evans, Olympia
t—as—E. M. Webb, Pullman
t—as—Oscar Loreen, Pullman

WEST VIRGINIA

d—John M. Lowe, Charleston
s—H. N. Hansucker, Charleston
as—B. D. McMillen, Charleston
t—D. W. Parsons, Morgantown
t—R. C. Butler, Morgantown
Nt—W. T. Johnson, Morgantown

WISCONSIN

d—C. L. Greiber, Madison
s—Louis M. Sazman, Madison
t—J. A. James, Madison
it—Ivan Fay, Madison
it—Clarence Bonasck, Madison
t—V. E. Nylin, Platteville
t—J. M. May, River Falls

WYOMING

d—Sam Hitecock, Cheyenne
s—Percy Kirk, Cheyenne
t—Jack Rush, Laramie

